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Replies to initial questions raised by Legislative Council Members in examining the Estimates of Expenditure 2025-26

Director of Bureau : Secretary for Education

Session No. : 3

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Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
EDB272	3689	TIK Chi-yuen	156	(5) Special Education
EDB273	3690	TIK Chi-yuen	156	(5) Special Education
EDB274	3691	TIK Chi-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB275	3745	TIK Chi-yuen	156	(7) Post-secondary, Vocational and Professional Education
EDB276	3746	TIK Chi-yuen	156	(2) Pre-primary Education
EDB277	3747	TIK Chi-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB278	3751	TIK Chi-yuen	156	(3) Primary Education (4) Secondary Education (5) Special Education
EDB279	3858	TIK Chi-yuen	156	(2) Pre-primary Education (3) Primary Education
UGC				
EDB280	3828	KAN Wai-mun, Carmen	190	University Grants Committee
EDB281	3518	LEUNG Tsz-wing, Dennis	190	University Grants Committee
EDB282	3519	LEUNG Tsz-wing, Dennis	190	University Grants Committee
EDB283	3520	LEUNG Tsz-wing, Dennis	190	University Grants Committee
EDB284	3719	TIK Chi-yuen	190	University Grants Committee

CONTROLLING OFFICER'S REPLY

EDB001

(Question Serial No. 3136)

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 under Matters Requiring Special Attention in 2025-26 that the Education Bureau will launch the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) for local students pursuing designated taught postgraduate programmes offered by self-financing universities (including universities of applied sciences). Please advise this Committee of the following –

- (1) What is the estimated expenditure on FTSS?
- (2) Is there a mechanism in place to track the post-graduation development of awardees so as to evaluate the long-term effectiveness of the scheme? If yes, what are the manpower and expenditure involved for the mechanism?

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 24)

Reply:

(1) and (2)

Under the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS), scholarships will be awarded each year to up to 1 200 local students enrolling in designated taught postgraduate programmes at the eight University Grants Committee-funded universities or self-financing universities (including universities of applied sciences) starting from the 2025/26 academic year. The scholarship is capped at \$100,000 per awardee, and the annual provision is \$120 million. Eligible programmes to be included in FTSS should be related to one or more of the following eight “priority areas” conducive to the development of Hong Kong –

- (i) “STEM” (Science, Technology, Engineering, and Mathematics);
- (ii) Digital transformation and innovation;
- (iii) Hong Kong as an international trading and financial centre;
- (iv) Law, dispute resolution and intellectual property trading;
- (v) East-meet-West cultural exchanges and humanities;
- (vi) Creative industries;

- (vii) Healthy living and caring community; and
- (viii) Sustainable city and regional development.

Scholarship applications under FTSS will be assessed on a meritorious basis, and applicants should expound on how they will contribute to the “priority areas” of Hong Kong. Moreover, in the assessment process, the applicants’ commitment to contribute to the relevant industries or sectors in Hong Kong or the Greater Bay Area upon graduation will be considered. Upon conclusion of an academic year, the universities are required to submit reports to elaborate on scholarship disbursement, students’ achievements, programme features, students’ post-graduation employment status, as well as the cost and expenditures. The Government will maintain close liaison with the universities to continuously review the implementation and effectiveness of FTSS. No additional staff establishment or expenditures are involved in FTSS.

- End -

CONTROLLING OFFICER'S REPLY**EDB002****(Question Serial No. 3138)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (000) Operational expensesProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned in the Budget Speech that the Government will continue to attract more students, especially those from the Association of Southeast Asian Nations and other Belt and Road (B&R) countries, to study in Hong Kong through various measures, including the B&R Scholarship. Please set out the total amounts of expenditure in the past 2 years and the estimated expenditure in 2025-26 under the B&R Scholarship scheme.

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 26)Reply:

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year. The number of awardees and the total amount of scholarships awarded in the past 2 years (from the 2023/24 to 2024/25 academic years) are set out in the table below –

Academic year	Quota	No. of awardees	Total amount of scholarships awarded (\$ million)
2023/24	100	100	39.2
2024/25	150	150	53.3 [#]

[#] Figure for the 2024/25 academic year has yet to be audited.

The scholarship quota for the 2025/26 academic year is 150 places, and it is anticipated that all places will be fully utilised. Including existing awardees who will have successfully renewed their scholarships, the estimated expenditure on the B&R Scholarship for the 2025/26 academic year is about \$72 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB003

(Question Serial No. 3140)

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 under Matters Requiring Special Attention in 2025-26 that the Education Bureau will collaborate with the Mainland to take forward the mutual recognition of sub-degree level qualifications. Please advise this Committee of the cost to be incurred and how the cost will be shared.

Asked by: Hon CHAN Chun-ying (LegCo internal reference no.: 28)

Reply:

The HKSAR Government has been proactively responding to and 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, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. We will continue to proactively follow up this matter with the relevant Mainland authorities. To more sharply differentiate the vocational and professional education and training (VPET) and academic pathways, the Education Bureau (EDB) completed the Review of Sub-degree Education and promulgated the updated programme guidelines which enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree programmes. EDB will continue to review the effectiveness in a timely manner to provide flexible and diversified articulation pathways for young people. Since taking forward the mutual recognition of sub-degree level qualifications is part of EDB's regular work, EDB is using its existing resources to carry out the relevant work. As the expenditure involved is subsumed within the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB004

(Question Serial No. 0042)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention under this Programme that the student grant of \$2,500 for secondary day-school, primary school and kindergarten students will be abolished from the 2025/26 school year.

- (i) What are the numbers of students eligible for the grant, the actual numbers of students receiving the grant, and the total amounts of grant disbursed in each year since its inception (broken down by school year)?
- (ii) Since the regularisation of the grant in the 2020/21 school year, has any review on the effectiveness or policy objectives of the grant been carried out? If yes, what are the details? If no, what are the reasons?
- (iii) Has the Education Bureau considered the feasibility of adjusting the grant rate before deciding to abolish the grant? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 12)

Reply:

- (i)
The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. The numbers of student beneficiaries and the total amounts disbursed from the 2019/20 to 2024/25 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	798 400	2.00
2024/25 ⁺	788 800	1.97

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

+ Figures as at end of February 2025.

(ii) and (iii)

The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY**EDB005****(Question Serial No. 0043)**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 the support for students with special educational needs (SEN) in public sector primary and secondary schools, please advise of –

- (i) the respective numbers of students with SEN, their percentage shares in the total number of students, the numbers of teachers with special education training and their percentage shares in the total number of teachers, in public sector mainstream primary and secondary schools in each of the past 5 years; and
- (ii) the respective numbers of students requiring Tier-2 and Tier-3 support and the related expenditures involved in public sector mainstream primary and secondary schools in each of the past 5 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 13)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 2019/20 to 2023/24 school years are tabulated below –

School Year	2019/20	2020/21	2021/22	2022/23	2023/24
Primary	27 320 (9.1%)	28 650 (9.8%)	29 310 (10.5%)	29 910 (11.2%)	31 030 (12.0%)
Secondary	25 860 (10.1%)	27 990 (10.9%)	29 580 (11.6%)	31 050 (12.4%)	33 190 (13.1%)

Note: Figures refer to the position as at September in the respective school years.

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 2019/20 to 2023/24 school years are tabulated below –

School Year	2019/20	2020/21	2021/22	2022/23	2023/24
Primary	9 741 (43%)	9 776 (43%)	10 465 (47%)	11 971 (54%)	13 453 (62%)
Secondary	7 537 (33%)	7 670 (34%)	8 445 (37%)	10 143 (44%)	12 234 (53%)

(ii)

All public sector ordinary schools are required to adopt the Whole School Approach 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. The numbers of students requiring Tier-2 and Tier-3 support from the 2019/20 to 2023/24 school years are tabulated below –

Tier of support required by students	School level	No. of students				
		2019/20	2020/21	2021/22	2022/23	2023/24
Tier-2 support	Primary	27 959	28 609	30 028	30 653	32 084
	Secondary	21 502	23 033	24 377	25 645	27 260
Tier-3 support	Primary	2 094	2 252	2 324	2 316	2 358
	Secondary	1 552	1 671	1 836	1 890	1 916

Note: Figures refer to the position as at January in the respective school years.

The amount of Learning Support Grant (LSG) received by each public sector ordinary 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. The grant rates will be adjusted annually in accordance with the movement of the Composite Consumer Price Index. The expenditures incurred by the Education Bureau in the disbursement of LSG to public sector ordinary schools from the 2019/20 to 2023/24 school years are tabulated as follows –

School year	2019/20	2020/21	2021/22	2022/23	2023/24
Expenditure (\$ million)	744.7	763.6	787.9	806.2	829.8

- End -

CONTROLLING OFFICER'S REPLY**EDB006****(Question Serial No. 0044)**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 the support for students with special educational needs (SEN) in public sector primary and secondary schools, please advise of –

- (i) the numbers of students with SEN by SEN type in each of the past 5 years; and
- (ii) the educational psychologist establishment of the Education Bureau, the actual numbers of educational psychologists employed, the staff wastage, and the numbers of new recruits in the past 5 years.

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 14)Reply:

- (i) The numbers of students with special educational needs (SEN) studying in public sector ordinary primary and secondary schools by SEN type from the 2019/20 to 2023/24 school years are set out at Annex.
- (ii) The educational psychologist (EP) establishment of the Education Bureau (EDB), the actual staff numbers, the staff wastage, and the numbers of new recruits from the 2019/20 to 2023/24 school years are tabulated below –

School year	2019/20	2020/21	2021/22	2022/23	2023/24
Establishment	78	85	97	101	101
Actual staff no. ^(Note 1)	84	87	92	79	89
Staff wastage ^(Note 2)	3	2	12	16	4
New recruits ^(Note 3)	7	5	17	3	14

Notes:

- (1) Figures refer to the position as at 15 September in the respective school years, including the number of EPs outside the establishment.
- (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 2019/20 to 2023/24 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
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
2023/24	Primary	1 170	6 970	5 670	170	12 920	80	40	360	3 650
	Secondary	850	6 310	9 650	1 110	14 040	130	50	290	760

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. 0045)

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 (Pilot Project), please advise this Committee of the following –

- (1) What were the numbers of places and actual intakes of each programme under the Pilot Project in the past 5 years?
- (2) Given that the actual intakes of some programmes under the Pilot Project were relatively low, what were the efforts made by the Education Bureau (EDB) to improve the enrolment rates of these programmes? How effective were such endeavours and what was the expenditure involved?
- (3) It is mentioned under this Programme that EDB will support the alliance of universities of applied sciences to foster collaboration with institution counterparts in the Mainland and overseas. What are the initiatives relating to such work for the coming year as well as the manpower and expenditure involved?

Asked by: Hon CHAN Hoi-yan (LegCo internal reference no.: 15)

Reply:

(1) to (2)

The Government launched 2 rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Under the Pilot Project, 8 pilot applied degree programmes offered by 4 self-financing post-secondary institutions were selected and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) was appointed as a consultant to assist institutions in developing the programmes. The 2 batches of pilot programmes were launched in the 2022/23 and 2024/25 academic years respectively. All programmes have undergone a stringent quality assurance process, and some are tailored to the niche specialties of relevant institutions. Initially, enrolments in these programmes were relatively low when launched in the 2022/23 academic year, but have since shown a steady increase. Overall, the programmes have attracted students of diverse backgrounds. In general, the intakes of individual programmes

are affected by several factors, such as the career prospects and remuneration in the sectors concerned, the intake quotas of the programmes, and other study/employment options. The numbers of places subsidised under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) and the actual intakes (full-time local students) of the respective programmes in the 2022/23 to 2024/25 academic years are set out at **Annex**.

To facilitate institutions to develop applied degree programmes, the Education Bureau (EDB), together with HKCAAVQ, promulgated the Guidelines on Developing Applied Degree Programmes in mid-2024. In addition, we have provided additional support for applied degree programmes through SSSDP starting from the 2024/25 academic year, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors as well as enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of around \$5,000 (for non-laboratory-based applied degree programmes) and around \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone relevant accreditation. In the 2024/25 academic year, each eligible student may receive subsidies up to \$50,810 or \$87,770 respectively under the aforesaid measures. Around 2 400 students enrolling in relevant applied degree programmes are benefitted. The amount of additional subsidies involved is around \$17.5 million.

(3)

The Government has all along supported the development of universities of applied sciences (UAS), with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat is HKMU, which will take the lead in the development of the Alliance. EDB has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

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	640
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management programme	-	-	-	-	24	30
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification programme	50	22	55	51	70	74
	Bachelor of Business Administration with Honours in Sports and Recreation Management programme	-	-	-	-	154	174
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	23
	Bachelor of Engineering (Honours) in Building Services Engineering programme	-	-	-	-	130	107
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology programme	50	5	100	34	80	54
	Bachelor of Health Information and Services Management (Honours) programme	-	-	-	-	40	28

Note 1: Programmes for the first round and the second round of the Pilot Project were launched in the 2022/23 and 2024/25 academic years respectively.

Note 2: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Note 3: SSSDP has been expanded to cover top-up degree programmes from the 2023/24 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB008

(Question Serial No. 0191)

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 in Matters Requiring Special Attention in 2025-26 under Programme (7) that the Education Bureau will launch the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) for local students pursuing designated taught postgraduate programmes offered by self-financing universities (including universities of applied sciences). In this connection, please advise this Committee of –

- (1) the benefits of establishing FTSS for Hong Kong's role as an international education hub, such as the criteria for selecting the designated taught postgraduate programmes with examples, and the staff establishment involved in this policy initiative;
- (2) whether there will be scholarship terms requiring awardees to work in Hong Kong for a certain number of years after completing their studies, thereby ensuring that they will become future talents of Hong Kong;
- (3) the Government's specific measures in 2025-26 for implementing FTSS and the estimated expenditure involved.

Asked by: Hon CHAN Hok-fung (LegCo internal reference no.: 3)

Reply:

(1) to (3)

The Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) aims to attract more local students to pursue advanced studies in priority areas conducive to the development of Hong Kong and expand the pool of high-calibre talents for various domains, while further promoting the development of our city into an international hub for post-secondary education. Under FTSS, scholarships will be awarded each year to up to 1 200 local students enrolling in designated taught postgraduate (TPg) programmes at the eight University Grants Committee-funded universities or self-financing universities (including universities of applied sciences).

FTSS will focus on high-quality programmes dovetailing with Hong Kong's positioning as the "eight centres", especially those on innovation and technology, culture and art as well as other key areas such as law and intellectual property trading, etc. FTSS will, on the one hand, nurture local high-calibre talents for the future development of Hong Kong, and on the other hand, encourage universities to offer more postgraduate programmes related to the said areas. Eligible programmes to be included in FTSS should be related to one or more of the following eight "priority areas" conducive to the development of Hong Kong –

- (i) "STEM" (Science, Technology, Engineering, and Mathematics);
- (ii) Digital transformation and innovation;
- (iii) Hong Kong as an international trading and financial centre;
- (iv) Law, dispute resolution and intellectual property trading;
- (v) East-meets-West cultural exchanges and humanities;
- (vi) Creative industries;
- (vii) Healthy living and caring community; and
- (viii) Sustainable city and regional development.

The Government will assess the TPg programmes proposed for inclusion in FTSS and the scholarship places to be allocated to each university based on the following criteria –

- (i) Relevance to the eight priority areas;
- (ii) Market needs/demands and long-term sustainability;
- (iii) Alignment with universities' strengths and vision; and
- (iv) Uniqueness and interdisciplinary collaboration.

Starting from the 2025/26 academic year, scholarships will be awarded annually to up to 1 200 outstanding local students enrolling in designated TPg programmes. The scholarship is capped at \$100,000 per awardee, and the annual provision is \$120 million. Scholarship applications will be assessed on a meritorious basis, and applicants should expound on how they will contribute to the "priority areas" of Hong Kong. Moreover, in the assessment process, the applicants' commitment to contribute to the relevant industries or sectors in Hong Kong or the Greater Bay Area upon graduation will be considered. The Government is currently inviting the universities to submit proposals on suitable TPg programmes and will announce the list of eligible programmes after assessment. Upon conclusion of an academic year, the universities are required to submit reports to elaborate on scholarship disbursement, students' achievements, programme features, students' post-graduation employment status, as well as the cost and expenditures. The Government will maintain close liaison with the universities to continuously review the implementation and effectiveness of FTSS.

No additional staff establishment is involved in FTSS.

- End -

CONTROLLING OFFICER'S REPLY

EDB009

(Question Serial No. 0192)

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 “Matters Requiring Special Attention in 2025-26” under Programme (4) that the Secondary School curriculum will be renewed and the learning and teaching support will be enhanced to nurture students to meet modern needs through measures including launching a pilot scheme to promote artificial intelligence (AI)-assisted teaching in junior secondary Science. In this connection, will the Government advise this Committee of the following –

- (1) The Education Bureau plans to launch a pilot scheme to promote AI-assisted teaching in junior secondary Science. Please advise of the specific implementation timetable, the projected number of participating schools and the estimated expenditure of the scheme.
- (2) Will the Bureau collaborate with Hong Kong's most iconic AI technology companies to tailor suitable teaching materials for Hong Kong students and carry out centralised procurement of AI-assisted teaching tools? What are the expected savings in development costs and time?
- (3) How to evaluate the impact of the Pilot Scheme on students' learning effectiveness? Have specific assessment indicators been set?

Asked by: Hon CHAN Hok-fung (LegCo internal reference no.: 4)

Reply:

(1) and (3)

EDB launched the “AI for Science Education” Funding Programme in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the Quality Education Fund (QEF), received an overwhelming response, with a total of 221 successful applications from publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Schools may use the funding to enrol Science teachers in relevant short courses (including seminars and workshops) to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support

programme(s) related to AI-assisted teaching, develop relevant learning and teaching resources, and promote innovative pedagogical approaches. The estimated total expenditure for the programme is \$22.1 million.

Schools participating in the above programme must commit to fulfilling the following performance indicators: develop at least 2 teaching examples or sets of teaching resources with the application of AI in Science (S1-3); conduct at least 1 open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school); and conduct at least 1 experience sharing session (within or outside the school). Schools are also required to report on the use of the funding of the pilot programme to their School Management Committees/Incorporated Management Committees for endorsement, and submit the Interim Report and Final Report to EDB. EDB will organise teacher network activities to collect quality examples of the use of AI in junior secondary Science, summarise schools' practices, and further promote the pedagogical application of AI to the school sector through sharing sessions and workshops.

(2)

Regarding AI curriculum, EDB launched the “Module on AI for Junior Secondary Level” in 2023 to enhance students' understanding of AI and its application more systematically. At present, almost all publicly-funded secondary schools have implemented AI education at junior secondary level. As for teaching materials and ancillary facilities, QEF has allocated \$500 million for the implementation of the e-Learning Ancillary Facilities Programme to develop e-learning ancillary facilities, including learning platforms and resources, that meet local learning and teaching needs through co-operation between the education and business sectors. A number of projects under this programme deploy innovative technologies such as big data and AI to enhance learning and teaching effectiveness in a wide array of subjects/areas. It is expected that in mid-2025, the deliverables of the projects will be successively released for use by schools. QEF will also sponsor publicly-funded schools to use the deliverables of the projects to facilitate the sustainable development of the projects.

In addition, EDB has been providing all public sector schools with the Composite Information Technology Grant (CITG). Schools may deploy the grant flexibly, according to their school-based pedagogical needs, to purchase and enhance various kinds of hardware and software (including AI-assisted tools) for teaching, subscribe to Wi-Fi services, and strengthen their information technology staffing support. In the 2024/25 school year, the rate of CITG for each school ranges from \$275,355 to \$898,390, depending on the school type and the number of classes. The grant rates will be adjusted annually in accordance with the movement of the Composite Consumer Price Index.

- End -

CONTROLLING OFFICER'S REPLY

EDB010

(Question Serial No. 0193)

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 Matters Requiring Special Attention in 2025-26 under Programme (4) that the Bureau will provide professional training programmes to prepare teachers to introduce mathematical modelling in secondary Mathematics and take forward various digital education related initiatives. In this connection, will the Government advise this Committee of the following –

- (1) How to ensure that teachers can apply in actual teaching what they have learned in the professional training programmes on teaching mathematical modelling? Will there be any measures to provide follow-up support?
- (2) Have admission thresholds (such as teaching experience and length of service) been set for the training programmes? If yes, what are the estimated number of eligible teachers for the programmes and the estimated expenditure thereof?

Asked by: Hon CHAN Hok-fung (LegCo internal reference no.: 5)

Reply:

(1) and (2)

From the 2023/24 to 2025/26 school years, the Education Bureau (EDB) has organised professional training programmes on mathematical modelling for secondary Mathematics teachers, in order to empower them to infuse more relevant concepts into lessons and enhance the pedagogical design of learning activities. There are around 1 000 training places in total. All publicly-funded secondary schools are required to arrange for at least 1 Mathematics teacher to complete the said programme by the end of the 2025/26 school year. As at February 2005, over 300 secondary schools (around 60%) have arranged for their teachers to receive the training. The expenditure involved in the training programmes is subsumed under the overall expenditure of EDB, and a breakdown is therefore not available.

To dovetail with the implementation of mathematical modelling and the aforesaid training programmes, EDB has adopted a host of measures to assist teachers with the incorporation of

mathematical modelling into their actual teaching. These measures include developing learning and teaching resource packages on an ongoing basis, organising related teacher seminars, conducting lesson studies and sharing sessions, establishing mathematical modelling learning circles, and sharing teaching experiences and outcomes with schools. Moreover, EDB, in collaboration with local and non-local post-secondary institutions, professional bodies and organisations, has organised large-scale learning activities, such as the Hong Kong-Shanghai Mathematical Modelling Competition for Secondary Students and the International Mathematical Modelling Challenge (Greater China), and relevant teacher workshops and academic exchange sessions to further enhance teachers' professional capabilities. Furthermore, EDB keeps in view the teaching of mathematical modelling at schools through various channels such as regular communication with the school sector, school visits and focus group meetings, so as to review the related support measures in a timely manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB011

(Question Serial No. 0194)

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:

As mentioned in Matters Requiring Special Attention in 2025-26 under Programme (4), students' mental health will be promoted by such measures as the 4Rs Mental Health Charter in schools, the "Mental Health Literacy" resource packages and additional thematic training for teachers and parents. In this connection, will the Government advise this Committee of the following –

- (1) Are there any data showing the improvement to students' mental health after the launch of 4Rs Mental Health Charter in schools in 2024-25? How does the Government evaluate its effectiveness?
- (2) How can the effective implementation of support measures relating to mental health be ensured, such as whether schools can cater for students' individual differences and needs? How much manpower will be reserved for the implementation of these measures?
- (3) The Education Bureau will provide thematic training for teachers and parents to promote student mental health. What are the specific details of the training, the resources and manpower involved in implementing relevant policy measures?

Asked by: Hon CHAN Hok-fung (LegCo internal reference no.: 6)

Reply:

(1) and (2)

To promote mental health in schools in a more comprehensive and systematic manner, the Education Bureau (EDB) has implemented the 4Rs Mental Health Charter (4Rs Charter) in the 2024/25 school year. Schools participating in the 4Rs Charter are expected to set goals, implement various measures and organise activities to promote student mental health, with a view to helping students develop healthy living habits and positive interpersonal

relationships, as well as enhancing their resilience and improving their physical and psychological well-being. As at the end of February 2025, a total of 658 schools have participated in the 4Rs Charter. In addition, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year.

Schools implement mental health support measures (including the 4Rs Charter) by adopting the Whole School Approach and collaborating with multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers). If students are found to have more severe mental health issues, teachers will refer them to professionals in a timely manner for further follow-up.

EDB is delighted to see that participating schools embrace the introduction of additional external resources and professional support through the 4Rs Charter which include teacher training, parent education activities, student programmes and experiential activities. These resources and support enhance the mental health awareness of all the personnel of the school. Schools proactively implement measures based on their school contexts, such as setting up a Mental Health Corner, encouraging and engaging students in doing more exercise, organising a more diverse range of activities, with a view to encouraging teachers and students to develop healthy living habits, providing them with more opportunities to relax and unwind, helping them build positive interpersonal relationships, and enhancing their resilience, thereby fostering a healthy campus atmosphere and enhancing the overall healthy culture in schools.

According to the enhanced School Development and Accountability framework, schools can make use of the school self-evaluation (SSE) tools provided by EDB (such as the Assessment Program for Affective and Social Outcomes and Stakeholder Survey) and other self-evaluation 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 on matters related to student mental health. 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.

(3)

Regarding teacher training, EDB organises about 40 additional thematic teacher training workshops in the 2024/25 school year to introduce the practical skills, counselling techniques and intervention strategies in supporting students with mental health needs. As for parent education, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary school students in the 2024/25 school year, in order to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health. The talks cover topics related to mental health of children, including supporting children to lead a healthy life, conflict management, using digital devices wisely, strengthening adaptability and resilience, stress management as well as understanding and taking care of children with mental health needs. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB012

(Question Serial No. 0196)

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:

As stated in Matters Requiring Special Attention in 2025-26 under Programme (5), the Personal Care Enhancement Grant for Boarders will replace the Personal Care Worker Grant (PCWG) starting from the 2025/26 school year, with a view to enhancing the personal care services and its flexibility provided for boarders of relevant special schools. In this connection, will the Government advise this Committee of the following –

- (1) What are the key differences between the Personal Care Enhancement Grant for Boarders and the prevailing PCWG? How does the new grant provide greater flexibility to address the personal care needs of boarders?
- (2) How much funding will be involved in the Personal Care Enhancement Grant for Boarders and what is the allocation mechanism? How can the effective use of the grant by special schools be ensured? Are there specific assessment indicators?
- (3) How will the Education Bureau monitor the effectiveness of implementing Personal Care Enhancement Grant for Boarders to ensure that boarders receive appropriate personal care services? What resources and manpower are involved in implementing this policy measure?

Asked by: Hon CHAN Hok-fung (LegCo internal reference no.: 7)

Reply:

(1) to (3)

The boarding service of special schools is provided to facilitate students' access to school education. Currently, the Education Bureau (EDB) provides the Personal Care Worker Grant (PCWG) for the boarding sections of eligible special schools to employ personal care workers or hire related services based on the actual needs, so as to take care of boarders' daily living. The amount of grant for each eligible special school in each school year is determined by the number of nurses in the staff establishment of its boarding section.

Starting from the 2025/26 school year, the Personal Care Enhancement Grant for Boarders will replace the PCWG. The amount is determined based on the operation of the boarding section (such as the boarding capacity, 5-day and/or 7-day boarding service). The amount of grant to schools will range from approximately \$350,000 to \$1.24 million, and the estimated additional expenditure for the 2025/26 school year will be about \$5.2 million. Under this enhancement measure, each eligible special school will receive a larger amount of grant than before, thereby allowing them greater flexibility in employing appropriate auxiliary staff (such as health workers, personal care workers, or even janitor staff) based on their school contexts, so as to strengthen the personal care services for boarders with more severe or multiple disabilities.

To ensure optimal use of the grant, EDB requires schools to keep a separate ledger account for record and audit purposes. Under the enhanced School Development and Accountability framework, schools are required to assess its effectiveness with the School Self-evaluation mechanism and set out in their Annual School Plans and School Reports the policies and measures for supporting students (including boarders) and the deployment of resources (including the Personal Care Enhancement Grant for Boarders). The plans and reports are to be uploaded to the school website for stakeholders' information. EDB staff will also visit special schools (including their boarding sections) regularly to offer professional advice on the utilisation of various resources and manpower, and remind schools to provide students with appropriate education and care in accordance with the principle of Whole School Approach.

- End -

CONTROLLING OFFICER'S REPLY

EDB013

(Question Serial No. 0232)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Development Bureau and the Education Bureau will launch a pilot scheme to streamline the processing of application in relation to planning, lands and building plans, so as to encourage the market to convert hotels and other commercial buildings into student hostels on a self-financing and privately-funded basis, thereby increasing the supply of student hostels. Please advise this Committee of the following –

- (1) whether the Government has projected the shortfall of student hostel places of the 8 universities for the coming 3 years, and whether there are hotels suitable for conversion into student hostels in the vicinity of the areas concerned; if yes, of the estimated cost of the conversion projects;
- (2) as regards the residential units to be completed, whether the Government has considered entering into tenancy agreements directly with developers for a term of 3 years or more to use these residential units as student hostels; if yes, of the estimated amount of funding involved.

Asked by: Hon CHAN Hok-fung (LegCo internal reference no.: 19)

Reply:

University Grants Committee (UGC)-funded universities have 15 student hostel projects in total under the Hostel Development Fund (HDF). According to the data provided by the UGC-funded universities, the total number of hostel places (including publicly-funded, privately-funded and temporary hostel places) available for allocation in October 2024 was around 40 600. Taking into account the future supply from HDF projects, the number of hostel places is expected to gradually increase to around 50 000 in the coming few years to cater for the needs of students, including those arising from additional intakes.

To strengthen Hong Kong's position as an international post-secondary education hub, the Education Bureau (EDB), in collaboration with the Development Bureau (DEVB), will launch a scheme in the first half of 2025 to streamline the processing of applications in relation to planning, lands and building plans, so as to encourage the market to convert hotels and

other commercial buildings into student hostels on a self-financing and privately-funded basis, thereby increasing the supply of student hostels. EDB and DEVB are currently formulating the details of this scheme. The Development Projects Facilitation Office under DEVB will provide one-stop advisory and facilitation services for these projects. We will maintain communication with post-secondary institutions and operators interested in the scheme, and invite them to submit applications for proposed conversion projects when appropriate, while continuing to adopt a multi-pronged approach to increase the supply of student hostels, in pursuance of the policy objective of developing Hong Kong into an international post-secondary education hub.

- End -

CONTROLLING OFFICER'S REPLY**EDB014****(Question Serial No. 0407)**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 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.: 33)

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 2022/23 to 2024/25 school years are tabulated as follows –

School year	2022/23	2023/24	2024/25
Primary school	456	456	453
Secondary school	388	388	386

(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. 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. As EPs are deployed by EDB and SSBs on the basis of the number of schools, each EP generally serves 4 to 6 schools at present. 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. In general, EPs adopt a multi-disciplinary approach to collaborate with teachers, social workers, etc., to jointly support students in need, in accordance with the principle of Whole School Approach.

The EP establishment for SBEPS (including the Enhanced SBEPS) and the total expenditure involved in the 2022/23 to 2025/26 school years are tabulated as follows –

School year	2022/23	2023/24	2024/25 (Revised estimate)	2025/26 (Estimate)
EP establishment	186	198.5	200	200
Expenditure (\$ million)	171	196	210	265

- End -

CONTROLLING OFFICER'S REPLY

EDB015

(Question Serial No. 0408)

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 outcomes achieved in the past 3 years;
- (2) details of the professional development training programmes offered to STEAM co-ordinators and teachers, the outcomes achieved, and the expenditure involved in the past 3 years;
- (3) the average amount of funding granted to successful applicants of the Gifted Education Fund (GE Fund) in each of the past 3 years; whether a ceiling was set on the administrative cost for each successful application; if yes, of the ceiling amount; if no, of the reasons;
- (4) the future implications of clawing back a certain amount of unspent balance from GE Fund to the Government's accounts on the fund and its applications;
- (5) the number of STEAM teachers employed in aided primary schools each year since the launch of the pilot scheme on employment of STEAM teachers in aided primary schools, and the manpower and expenditure involved; and
- (6) 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.: 34)

Reply:

(1) and (2)

Overall measures relating to STEAM education

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 to cultivate their innovativeness. Relevant measures include renewing curriculum, providing learning and teaching resources, enhancing professional development of teachers, and organising STEAM learning activities for students in collaboration with professional bodies and I&T organisations, etc. Currently, schools are 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 fostering a learning atmosphere that promotes exploration and innovation. As reflected by the survey results from the questionnaires issued by EDB to schools, currently all publicly-funded primary and secondary schools have designated co-ordinators to holistically plan STEAM education within and beyond the classroom, and have arranged teachers to participate in I&T-related professional training; all publicly-funded primary and secondary schools organise or arrange students to participate in quality STEAM activities of reasonable scale every year; and nearly all publicly-funded schools are currently implementing enriched coding education at the upper primary level and artificial intelligence (AI) education at the junior secondary level. In addition, the vast majority of publicly-funded primary and secondary schools have set up a school-based student talent pool to identify and nurture gifted talents (including those in STEAM disciplines).

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 and digital education. The programmes have been well-received and include the following –

Training for STEAM co-ordinators and teachers

- A new round of intensive training programme for STEM (Science, Technology, Engineering and Mathematics)/STEAM co-ordinators and teachers in primary and secondary schools was organised from the 2020/21 to 2022/23 school years, with around 4 000 participants.
- A Professional Development Programme on Innovation and Technology for STEAM Co-ordinators of Schools has been organised in collaboration with Cyberport from the 2022/23 to 2024/25 school years, providing a total of 1 800 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.
- District-based leadership workshops for STEAM co-ordinators in secondary schools were launched in the 2023/24 school year, with 460 participants as of February 2025.

Subject-related training

- Training on coding education for the primary level has been conducted since the 2019/20 school year, with around 5 900 participants as of February 2025.
- A new series of teacher training programme on AI for the junior secondary level was rolled out in the 2023/24 school year with over 650 participants as of February 2025.
- Professional development programmes in media and information literacy have been provided for school leaders and teachers on an ongoing basis, with around 9 200 participants from the 2022/23 school year up to February 2025.
- Over 800 sessions of Core Professional Development Training on I&T were organised from the 2022/23 school year up to February 2025, with around 42 000 participants. This training programme 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. Topics covered include novel materials science, biotechnology, and energy technology.

Furthermore, EDB collaborates with local, Mainland, or international I&T organisations and tertiary institutions to organise large-scale teacher training activities, aiming at broadening teachers' horizons. These activities include the 2025 Annual Conference of the Global Chinese Academy for Science Education Research, the 2nd "Future Hong Kong" International STEM Education Forum, and the Exchange cum Training Programme for Hong Kong STEAM Education Leaders co-organised with the Teacher Education Centre under the United Nations Educational, Scientific and Cultural Organization.

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 schools with the 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 diversified experiential learning activities in line with the school curriculum, 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. From the 2018/19 to 2023/24 school years, QEF approved over 1 200 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 \$1.1 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 (OSALPs) under the Gifted Education Fund (GE Fund) in the past 3 school years (2022/23 to 2024/25) are tabulated as follows –

2022/23	2023/24	2024/25
\$997,096	\$1,035,023	\$867,985

According to the application mechanism of the OSALPs funded by the GE 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 costs should, in general, not exceed 20% of the total programme expenditure (excluding contingencies).

(4)

As announced in the 2025-26 Budget, a portion of the unspent balance of GE Fund will be brought back to the Government's accounts, and the Government will set aside resources to meet the necessary expenditure for the next 5 years, ensuring continued support for the Hong Kong Academy for Gifted Education and various gifted education initiatives.

(5)

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 teachers 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 primary schools to employ STEAM teacher as temporary teacher to fill their APSM vacancies. The numbers of STEAM teachers employed by aided primary schools from the 2022/23 to 2024/25 school years are as follows –

School year	No. of STEAM teachers
2022/23	30
2023/24	41
2024/25 (provisional figure)	42

Note: The figure for the 2024/25 school year refers to the position as of February 2025.

The salaries of STEAM teachers are referenced from the current pay scale of APSM, i.e. Master Pay Scale Points 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.

(6)

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, and took forward the introduction of Primary Science by referring to the teaching experience gained from the Pilot Scheme and stakeholders' views. This initiative was then announced by the Chief Executive in the 2023 Policy Address. 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

EDB016

(Question Serial No. 0632)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2025-26 that the student grant of \$2,500 for secondary day-school, primary school and kindergarten students will be abolished from the 2025/26 school year. In this connection, will the Government advise this Committee of the following –

- (1) What are the total amounts of grant disbursed and the total numbers of student beneficiaries in each year since its inception in 2019?
- (2) Given views that abolishing the grant across the board will have a greater impact on students and families in need, whether the Education Bureau will adjust this policy and incorporate means test procedures to ensure the continued provision of the grant to students in need; if yes, of the details; if no, of the reasons?

Asked by: Hon CHAN Pui-leung (LegCo internal reference no.: 33)

Reply:

- (1) The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. The numbers of student beneficiaries and the total amounts disbursed from the 2019/20 to 2024/25 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	798 400	2.00
2024/25 ⁺	788 800	1.97

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

+ Figures as at end of February 2025.

- (2) The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB017

(Question Serial No. 2062)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

As stated on the Education Bureau (EDB)'s "Student Grant" webpage, as part of the \$19.1 billion relief measures announced by the Financial Secretary in August 2019, a one-off student grant of \$2,500 for each secondary day-school, primary school and kindergarten student was provided in the 2019/20 school year to alleviate parents' financial burden in defraying education expenses. The provision was approved by the Finance Committee of the Legislative Council on 6 December 2019. According to the Chief Executive's 2019 Policy Address, the provision of the student grant has been regularised starting from the 2020/21 school year. Nonetheless, EDB will abolish the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year. In this connection, will the Government advise this Committee of –

- (1) the establishment and expenditures for setting up and operating the e-platform for "e-Submission of Student Grant Applications" in the past 3 financial years, in the form of a table, as e-submission of applications has been expanded to cover all school types starting from the 2024/25 school year;
- (2) the establishment and expenditures involved in EDB's promotional activities at schools across districts in May and June 2024, where booths were set up for parents to register for "iAM Smart+" on site to facilitate their use of the e-platform in the coming school year;
- (3) the expenditures involved in EDB's WhatsApp sticker series on e-submission of student grant applications for public downloading in 2024;
- (4) the reasons why EDB allocated a substantial amount of public funds to promote the e-platform for "e-Submission of Student Grant Applications" across districts, and produced for public downloading a series of student grant instant messaging sticker packs, before abolishing the student grant of \$2,500.

Asked by: Hon CHAN Siu-hung (LegCo internal reference no.: 12)

Reply:

(1) to (4)

The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. To tie in with the Smart Government Strategy, the Education Bureau (EDB) has implemented e-submission of student grant applications in all public sector and Direct Subsidy Scheme schools starting from the 2023/24 school year, and has expanded it to cover all school types starting from the 2024/25 school year. The initiative aims to enhance the efficiency of processing and approving applications by using information technology and provide parents with more convenient student grant application services. Applicants with an “iAM Smart+” account can submit their applications through the “e-Submission of Student Grant Applications” e-platform. To facilitate and encourage parents’ use of this convenient e-service, EDB has collaborated with the Digital Policy Office to arrange for mobile registration teams to conduct promotional activities at schools across districts and help parents to register for an “iAM Smart” account on site. Meanwhile, EDB has also carried out other publicity activities to further promote this e-service, such as producing WhatsApp stickers on e-submission. EDB implemented e-submission of student grant applications through deploying internal resources. No additional manpower in the Civil Service establishment is involved in related promotional and publicity activities. Relevant expenditures are subsumed under the Government’s recurrent expenditure. It has all along been the Government’s policy to harness information technology to enhance public services. Members of the public who have registered for “iAM Smart+” can access diverse public services through the one-stop personalised digital services platform, including EDB’s Primary One Admission e-Platform, Secondary School Places Allocation e-Platform and other online services.

The student grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government’s strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB018

(Question Serial No. 2705)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

As mentioned in the Budget, the Education Bureau (EDB) will abolish the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year. In this connection, will the Government please advise this Committee of –

- (1) the number of student beneficiaries and the expenditure involved in each year since the provision of the student grant of \$2,500;
- (2) the manpower and the administrative cost involved in grant disbursement in each year since the provision of the student grant of \$2,500;
- (3) whether sectoral views have been consulted before making the policy decision to abolish the student grant of \$2,500; if yes, of the details; if no, of the reasons; and
- (4) the expected expenditure savings on abolishing the student grant of \$2,500; and whether EDB has evaluated the impacts of abolishing the grant on students and parents; if yes, of the details; if no, what are the reasons?

Asked by: Hon CHAN Wing-kwong (LegCo internal reference no.: 10)

Reply:

(1) and (2)

The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. The numbers of student beneficiaries and the total amounts disbursed from the 2019/20 to 2024/25 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	798 400	2.00
2024/25 ⁺	788 800	1.97

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

+ Figures as at end of February 2025.

As the manpower and administrative expenditures on the disbursement of student grant are subsumed under the overall expenditure of EDB, a breakdown is therefore not available.

(3) and (4)

The Government conducts annual Budget consultations, and EDB also communicates with Legislative Council members, the education sector and different stakeholders about the Budget proposals and major education policies and initiatives through various channels and means. Throughout these communications, the education sector has acknowledged the Government's current fiscal position and agreed on the importance of prudent management of public finances. They have also expressed their views on the priorities for reductions in education expenditure. EDB understands the sector's concerns and will consolidate the use of education resources as appropriate without compromising the quality of education.

The non-means-tested student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. The estimated annual saving is about \$2 billion. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB019

(Question Serial No. 0140)

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 Northern Metropolis University Town

The Government has announced the sites selected for the Northern Metropolis University Town, which are located in Ngau Tam Mei and New Territories North New Town. In addition, the Northern Metropolis University Town Development Conceptual Framework will be published in 2026 to give an account of the land use arrangements of the university town and the number of institutions to be accommodated. In this connection, please advise this Committee of –

- (1) whether the Government will publish the said conceptual framework at an earlier time so that institutions can prepare in advance; and
- (2) what criteria will be adopted for finalising the institutions to be accommodated in the Northern Metropolis University Town if multiple institutions seek to establish a presence there.

Asked by: Hon CHAN Yuet-ming (LegCo internal reference no.: 15)

Reply:

The Government is committed to developing the Northern Metropolis University Town (NMUT), and will encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas institutions in a flexible and innovative manner. We are currently discussing planning matters with relevant bureaux/departments, including the specific locations, areas, uses and densities of the reserved land, and will continue to maintain close contact with institutions interested in participating in the NMUT development. We will carefully consider all factors, including feasibility, cost-effectiveness, and the optimal use of existing campus facilities and public resources, and gradually take forward the relevant work, having

regard to 4 objectives and strategies, namely (a) industry-led; (b) support Hong Kong to develop into an international post-secondary education hub; (c) align with the nation's development strategies; and (d) industry-led, step by step. We plan to publish the Northern Metropolis University Town Development Conceptual Framework in the first half of 2026.

- End -

CONTROLLING OFFICER'S REPLY

EDB020

(Question Serial No. 0739)

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:

Given that “the Government will continue to attract more students, especially those from the Association of Southeast Asian Nations and other Belt and Road (B&R) countries, to study in Hong Kong through various measures, including the B&R Scholarship”, please advise this Committee of the following –

- (1) What was the amount of expenditure on the B&R Scholarship in the previous year?
- (2) What is the estimated number of young people who will receive the Scholarship in the current year, with a breakdown by B&R country?
- (3) Has the Government reviewed the effectiveness of the B&R Scholarship Scheme to evaluate if the scheme can meet the expected objectives? In addition, has the Government requested or encouraged the awardees to stay and work in Hong Kong or the Greater Bay Area upon graduation, so as to promote talent development and regional collaboration?

Asked by: Hon CHAN Yung (LegCo internal reference no.: 33)

Reply:

(1)

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year.

The number of awardees and the total amount of scholarships awarded in the past 5 years (from the 2020/21 to 2024/25 academic years) are set out in the table below –

	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
No. of awardees	88	99	100	100	150
Total amount of scholarships awarded (\$ million)	23.8	29.6	34.5	39.2	53.3#

Figure for the 2024/25 academic year has yet to be audited.

(2)

In the 2024/25 academic year, a total of 150 students from 31 countries or regions have been awarded the B&R Scholarship. Details are set out at [Annex 1](#). The number of awardees for the 2025/26 academic year will be finalised in October 2025.

(3)

Effectiveness of the B&R Scholarship

Since its launch, the B&R Scholarship has been well-received by outstanding students from countries and regions along B&R and participating local universities. In the 5 academic years from 2020/21 to 2024/25, we received over 1 000 nominations from 66 B&R countries (including the 6 designated countries of the Scholarship), which included Central Asia, South and Southeast Asia, the Middle East, Europe, Africa, North America and South America.

As mentioned, the annual scholarship quota has been increased to 150 places. Indeed, the average utilisation rate of the yearly quota in the past 5 years was over 97%, and all places were fully utilised in the past 3 academic years. Thus far, over 680 students from 49 B&R countries have been awarded. Details are set out at [Annex 2](#). The B&R Scholarship is, therefore, remarkably effective in attracting students from B&R countries to study in Hong Kong.

Encouraging non-local students' development in Hong Kong or the Greater Bay Area (GBA)

Under the prevailing arrangement, the B&R Scholarship awardees are not required to work in Hong Kong or other GBA cities 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.

The Government and institutions have implemented various measures to encourage non-local students, including the B&R Scholarship awardees, to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from 12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Learning experience in GBA

Currently, 4 local universities have established campuses in GBA Mainland cities (GBA campuses). These universities are striving to further synergise their Hong Kong campuses and GBA campuses by, for example, making optimal use of the latter to enable non-local students pursuing studies in Hong Kong to study at GBA campuses for exposure, thereby enhancing their understanding of GBA and giving them greater incentive to stay in Hong Kong or GBA for development.

(v) Exchange network

The Education Bureau has organised 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. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The B&R Scholarship awardees' pursuit of further studies in Hong Kong is highly beneficial to enhancing the city's internationalisation and campus diversification, and fostering Hong Kong's development into an international hub for post-secondary education. These awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

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

**Number of the Belt and Road Scholarship awardees
in the 2024/25 academic year by place of origin**

Place of origin (in alphabetical order)	No. of awardees
1. Azerbaijan	3
2. Bangladesh	7
3. Cameroon	1
4. Cyprus	1
5. Dominican Republic	1
6. Egypt	1
7. Ethiopia	7
8. Ghana	5
9. Indonesia	10
10. Iran	1
11. Jordan	1
12. Kazakhstan	10
13. Kenya	1
14. Kyrgyzstan	2
15. Malaysia	11
16. Mongolia	5
17. Morocco	1
18. Myanmar	11
19. Nepal	4
20. Nigeria	2
21. Pakistan	22
22. Philippines	6
23. Poland	3
24. Russia	4
25. Serbia	1
26. Singapore	1
27. Tajikistan	1
28. Thailand	10
29. Türkiye	3
30. Uzbekistan	1
31. Vietnam	13
Total	150

**Number of the Belt and Road Scholarship awardees
from the 2016/17 to 2024/25 academic years**

(i) Distribution by place of origin

Place of origin	No. of awardees	Place of origin	No. of awardees
1. Armenia	2	26. Maldives	1
2. Azerbaijan	3	27. Mongolia	14
3. Bangladesh	46	28. Morocco	1
4. Bosnia and Herzegovina	1	29. Myanmar	50
5. Bulgaria	1	30. Nepal	9
6. Cameroon	1	31. New Zealand	1
7. Costa Rica	1	32. Nigeria	7
8. Cyprus	2	33. Pakistan	52
9. Dominican Republic	1	34. Palestine	1
10. Egypt	5	35. Philippines	21
11. Ethiopia	20	36. Poland	4
12. Georgia	1	37. Romania	1
13. Ghana	19	38. Russia	19
14. Greece	1	39. Serbia	2
15. India	2	40. Singapore	3
16. Indonesia	96	41. Sri Lanka	9
17. Iran	4	42. Tajikistan	3
18. Israel	1	43. Thailand	80
19. Italy	4	44. Türkiye	10
20. Jordan	1	45. Uganda	1
21. Kazakhstan	49	46. Ukraine	1
22. Kenya	1	47. Uzbekistan	1
23. Korea	11	48. Vietnam	23
24. Kyrgyzstan	6	49. Zambia	1
25. Malaysia	89		
Total		683 awardees from 49 countries/regions	

(ii) Distribution by discipline

Discipline	No. of awardees
Architecture	3
Arts	17
Design and Performing Arts	10
Business Administration	156
Journalism and Communication	13
Computer and Information Technology	53
Education	10
Engineering and Technology	191
Law	9
Medicine and Health	27
Sciences	135
Social Sciences	59
Total	683

- End -

CONTROLLING OFFICER'S REPLY

EDB021

(Question Serial No. 2900)

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:

Starting from the 2025/26 school year, all primary schools in Hong Kong will implement the subject of Primary Humanities at Primary 1 and Primary 4 with a view to, inter alia, enabling students to learn about local, national and global development, better fostering their sense of belonging to our country and national identity, and broadening their global perspectives. In this connection, will the Government advise this Committee of the following –

- (1) It is learnt that from the 2023/24 school year onwards, the Education Bureau (EDB) has been providing professional training programmes that offer approximately 4 000 places every year to support teachers in the teaching of Primary Humanities. What is the number of teachers participating in these programmes since the 2023/24 school year? Has review been conducted on the adequacy of these training programme places, and will such places be increased as necessary so that more teachers in need can receive the training?
- (2) It is learnt that EDB set up and launched the Primary Humanities Learning Circle in the 2023/24 school year. Activities such as experience exchange and open lessons have been organised to strengthen professional exchange among Primary Humanities teachers. What are the numbers of activities organised (with a breakdown by type of activity) and participating teachers since the 2023/24 school year?
- (3) Will the Government consider offering more learning resources or support measures related to the content of Primary Humanities to facilitate students' future mastery of the subject knowledge and foster their sense of belonging to our country? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHAU Siu-chung (LegCo internal reference no.: 15)

Reply:

(1) to (3)

The Education Bureau (EDB) released the Primary Humanities Curriculum Framework (Final Draft) in March 2024 and has been providing schools with a series of support measures, including teacher professional training courses, Primary Humanities Learning Circle, Primary

Humanities Onsite Workshop, as well as learning and teaching resources, with a view to supporting schools in implementing the Primary Humanities curriculum.

According to the Chief Executive's 2023 Policy Address, EDB aims to provide 4 000 training places for teachers in the 2024/25 school year. To enable schools to effectively and promptly master the implementation of Primary Humanities, EDB has organised diversified training programmes for school leaders, subject panel heads and subject teachers earlier than pledged in the 2023/24 school year. The training places provided by EDB are sufficient to meet the needs of all teachers in Hong Kong. The numbers of training places and participating teachers in the 2023/24 and 2024/25 school years (as at the end of February 2025) and in the school years onwards are as follows –

School year	No. of training places	No. of participants
2023/24	12 000	About 9 500
2024/25	9 700	About 3 400 (as at end-February 2025)
From 2025/26 onwards	At least 4 000	/

Since the new curriculum is built on the existing curriculum of General Studies for Primary Schools and its content and themes are not brand new, current General Studies teachers should have largely mastered the teaching content, pedagogy and assessment methods and can take up the teaching of Primary Humanities competently.

To further encourage schools to pilot the new curriculum, EDB has set up the Primary Humanities Learning Circle from the 2023/24 school year to strengthen professional exchanges among Primary Humanities teachers, broaden their professional horizons and promote dissemination of good practices. In the 2023/24 school year, EDB organised several open class activities and held a large-scale learning circle sharing session in June 2024 to share the experience of the pilot implementation of Primary Humanities with all schools in Hong Kong and facilitate professional exchange among teachers. The number of participating teachers was about 130 in total. EDB will continue to organise the above-mentioned learning circle activities in the 2024/25 school year and as at February 2025, about 150 primary schools have participated.

Since the release of the Primary Humanities Curriculum Framework, EDB has conducted two questionnaire surveys in all public sector schools in Hong Kong to understand the pilot implementation of Primary Humanities and the training needs of teachers. Based on the survey results, EDB has provided an additional new Primary Humanities Onsite Workshop from September 2024 to further enhance teachers' professional capacity in supporting the implementation of the new curriculum in schools. In the current school year, about 190 schools have enrolled, benefitting about 2 000 teachers as at February 2025, and the feedback is very positive.

In addition, starting from January 2024, EDB has continuously introduced diversified learning and teaching resources for Primary Humanities, covering contents on national history, national geography and the latest development of our country. For example, the “Little Seedling Tells You” Series, Learning and Teaching Tips in Primary Humanities and Card Game of “Monuments in Hong Kong” have been uploaded to the Primary Humanities webpage (www.edb.gov.hk/ph/resource) for teachers' use and reference. Schools can use

the above resources to pilot the new curriculum in the current school year and prepare for the introduction of Primary Humanities in the following school year, thereby facilitating students' mastery of the subject knowledge and fostering their sense of belonging to our country.

- End -

CONTROLLING OFFICER'S REPLY

EDB022

(Question Serial No. 0813)

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 has been announced in the Budget that the Government has launched a new round of the Land Grant Scheme (LGS) and the Start-up Loan Scheme (SLS), under which land sites are granted at nominal premium with interest-free loans, so as to support capacity expansion and quality enhancement of self-financing institutions. In this connection, please advise this Committee of –

- (1) the estimated administrative expenditures involved in granting land sites at nominal premium under LGS for self-financing post-secondary institutions, the estimated management costs involved in providing interest-free loans under SLS, and the sum of both these estimated expenditures in the past 5 years;
- (2) the major disciplines accounting for a significant share in the disciplines covered by the programmes that benefitted from SLS, and the approximate range of the loan amounts granted to the programmes in these disciplines in the past 5 years;
- (3) the total number of self-financing institutions that received funding through LGS and SLS in the past 5 years, and the estimated total number of additional places attributable to the funding in these self-financing institutions.

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

Reply:

The Education Bureau (EDB) has not granted any land sites, vacant government premises or interest-free loans under the Land Grant Scheme (LGS) and the Start-up Loan Scheme (SLS) in the past 5 years. A new round of LGS and SLS was launched on 30 December 2024, with the application deadline set for 31 March 2025. EDB, in collaboration with the Committee on Self-financing Post-secondary Education, is vetting the applications and will announce the results in due course.

It is noteworthy that SLS aims to provide interest-free loans to course providers of full-time locally-accredited self-financing post-secondary programmes to support them in providing or enhancing teaching and other ancillary facilities and/or reprovisioning existing college campuses operating in sub-optimal environment for the purpose of enhancing the overall learning experience of and support for students. The vetting criteria include consideration on the applicant's organisational and management structure, as well as the ability of the programmes offered to meet community needs and align with government policies.

EDB is utilising its existing resources to carry out the work related to LGS and SLS. As the expenditures involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB023

(Question Serial No. 0814)

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 has been announced in the Budget that the Government will continue to attract more students, especially those from the Association of Southeast Asian Nations (ASEAN) and other Belt and Road (B&R) countries, to study in Hong Kong through various measures, including the B&R Scholarship. In this connection, please advise this Committee of the following –

- (1) For the B&R Scholarship, in each of the past 5 financial years, what were the expenditures incurred solely for scholarships awarded to students, and what were the expenditures for administrative costs associated with managing the scholarships?
- (2) For the B&R Scholarship, what are the specific amounts for each award level (such as full scholarships and partial scholarships), and what are the approximate percentages for each specific item of expenditure within the management costs?
- (3) Has the Government evaluated the effectiveness of the B&R Scholarship in attracting students from B&R countries (especially ASEAN countries) to study in Hong Kong so far? If yes, what were the main indicators (such as the actual number of applicants, number of intakes and student satisfaction) and methods used in the evaluation? Based on the evaluation findings, what specific adjustments have been made to the estimated expenditures for the B&R Scholarship this year (including adjustments to scholarship amounts and management costs)? If not, what are the specific reasons for not conducting an evaluation?
- (4) For this year's B&R Scholarship Scheme, what are the expected numbers of undergraduate and postgraduate awardees from B&R countries? What are the estimated expenditures on the respective scholarships to be awarded to them?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 4)

Reply:

(1), (2) and (4)

The Belt and Road (B&R) Scholarship is one of the scholarships granted under the HKSAR Government Scholarship Fund (the Fund). The B&R Scholarship covers awardees' full tuition fees, and is tenable for the normal duration (ranging from 2 to 6 years) of the programmes concerned. It will be renewed annually subject to satisfactory academic performance of the awardees.

Audited figures on the total amount awarded under the B&R Scholarship and the closing balances and operating expenses of the Fund in the past 5 academic years are set out at **Annex 1**.

In the 2025/26 academic year, of the 150 scholarship quotas, 125 places are offered to students enrolled in undergraduate programmes, and the remaining 25 places are for research postgraduate programmes. The estimated expenditures on scholarships awarded to undergraduate and research postgraduate students will be around \$68 million and \$4 million respectively.

(3)

Since its launch, the B&R Scholarship has been well-received by outstanding students from countries and regions along B&R and participating local universities. In the 5 academic years from 2020/21 to 2024/25, we received over 1 000 nominations from 66 B&R countries (including the 6 designated countries of the Scholarship), which included Central Asia, South and Southeast Asia, the Middle East, Europe, Africa, North America and South America. Of these nominations, around 50% were from member countries of the Association of Southeast Asian Nations (ASEAN).

The Government has increased the annual scholarship quota from 100 places to 150 places starting from the 2024/25 academic year. The average utilisation rate of the yearly quota in the past 5 years was over 97%, and all places were fully utilised in the past 3 academic years, with nearly 50% of the awardees coming from ASEAN countries. Thus far, over 680 students from 49 B&R countries have been awarded. Details are set out at **Annex 2**. The B&R Scholarship is, therefore, remarkably effective in attracting students from B&R (particularly ASEAN) countries to study in Hong Kong.

**Total amount awarded under the Belt and Road Scholarship and
annual operating expenses of the HKSAR Government Scholarship Fund**

Academic year	The Belt and Road Scholarship		The HKSAR Government Scholarship Fund (Note 1)	
	No. of awardees	Total amount of scholarships awarded (\$ million)	Closing fund balance (\$ million)	Operating expenses (Note 2) (\$ million)
2019/20	76	13.9	3,379	6.1
2020/21	88	23.8	3,671	9.4
2021/22	99	29.6	3,223	7.8
2022/23	100	34.5	3,250	7.7
2023/24	100	39.2	4,461	9.0

Note 1: Each academic year, the Government allocates a certain amount of the HKSAR Government Scholarship Fund (the Fund)'s investment income to finance the expenditures on the 5 scholarships and awards, namely the Scholarships for Outstanding Performance, the Talent Development Scholarship, the Reaching Out Award, the Endeavour Merit Award and the Belt and Road Scholarship, granted under the Fund.

Note 2: The amount covers the operating expenses of the Fund in its entirety.

**Number of the Belt and Road Scholarship awardees
from the 2016/17 to 2024/25 academic years**

(i) Distribution by place of origin

Place of origin	No. of awardees	Place of origin	No. of awardees
1. Armenia	2	26. Maldives	1
2. Azerbaijan	3	27. Mongolia	14
3. Bangladesh	46	28. Morocco	1
4. Bosnia and Herzegovina	1	29. Myanmar	50
5. Bulgaria	1	30. Nepal	9
6. Cameroon	1	31. New Zealand	1
7. Costa Rica	1	32. Nigeria	7
8. Cyprus	2	33. Pakistan	52
9. Dominican Republic	1	34. Palestine	1
10. Egypt	5	35. Philippines	21
11. Ethiopia	20	36. Poland	4
12. Georgia	1	37. Romania	1
13. Ghana	19	38. Russia	19
14. Greece	1	39. Serbia	2
15. India	2	40. Singapore	3
16. Indonesia	96	41. Sri Lanka	9
17. Iran	4	42. Tajikistan	3
18. Israel	1	43. Thailand	80
19. Italy	4	44. Türkiye	10
20. Jordan	1	45. Uganda	1
21. Kazakhstan	49	46. Ukraine	1
22. Kenya	1	47. Uzbekistan	1
23. Korea	11	48. Vietnam	23
24. Kyrgyzstan	6	49. Zambia	1
25. Malaysia	89		
Total		683 awardees from 49 countries/regions	

(ii) Distribution of awardees by programme type

Programme type	No. of awardees
Undergraduate programme	539
Research postgraduate programme	144
Total	683

(iii) Distribution by discipline

Discipline	No. of awardees
Architecture	3
Arts	17
Design and Performing Arts	10
Business Administration	156
Journalism and Communication	13
Computer and Information Technology	53
Education	10
Engineering and Technology	191
Law	9
Medicine and Health	27
Sciences	135
Social Sciences	59
Total	683

- End -

CONTROLLING OFFICER'S REPLY

EDB024

(Question Serial No. 0819)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is stated under Volume I - General Revenue Account of the Estimates that during 2025-26, the Education Bureau (EDB) will abolish the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year, and will continue to monitor the supply and demand of international school places and facilitate the provision of school places as necessary for meeting the needs of the international community in Hong Kong, mainly through allocation of vacant school premises and greenfield sites for international school development. In this connection, will the Government advise this Committee of the following –

- (1) Regarding the fiscal resources allocation prior to the abolition of the student grant:
 - (a) For EDB's provision of the student grant of \$2,500 for secondary day-school, primary school and kindergarten students in the past 5 school years, what were the respective expenditures on secondary day schools, primary schools and kindergartens in each school year? What were the approximate numbers of student beneficiaries of these 3 types of schools in each school year?
 - (b) What are the specific budgetary considerations that have led to the abolition of the grant from the 2025/26 school year?
- (2) Regarding the provision of international school places:
 - (a) As at the end of 2024, what is the approximate number of international school places created through the allocation of vacant school premises? In which districts are these school places mainly located? What is the approximate number of international school places created through the allocation of greenfield sites? In which districts are these school places mainly located?

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

Reply:

- (1)(a) The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. We have not compiled figures on student beneficiaries by school type. 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	798 400	2.00

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

- (1)(b) The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.
- (2)(a) Since 2006, the Government has been conducting school allocation exercises under which vacant school premises and greenfield sites are allocated to school operators for the provision of international school places in support of the development of a vibrant international school sector. In the 2024/25 school year, international school premises newly established through the allocation of vacant school premises under school allocation exercises offer some 4000 school places, mostly in the districts of Hong Kong Island; while international school premises newly established through the allocation of greenfield sites under school allocation

exercises provide some 7400 school places in the districts of Kowloon and the New Territories. The geographical distribution of the 16 premises is set out below –

Geographical area	Name of school	Nature of site
Hong Kong Island	Carmel School	Vacant school premises
	French International School	Vacant school premises
	German Swiss International School	Vacant school premises
	Singapore International School (Hong Kong)	Vacant school premises
	The Harbour School	Vacant school premises
	The International Montessori School – an IMEF School	Vacant school premises
Kowloon	Christian Alliance International School	Greenfield site
	Kellett School	Greenfield site
	Nord Anglia International School, Hong Kong	Vacant school premises
New Territories	American School Hong Kong	Vacant school premises
	French International School	Greenfield site
	Harrow International School (Hong Kong)	Greenfield site
	Hong Kong Academy	Greenfield site
	International College Hong Kong (New Territories)	Vacant school premises
	Malvern College Hong Kong	Greenfield site
	Shrewsbury International School Hong Kong	Greenfield site

- End -

CONTROLLING OFFICER'S REPLY

EDB025

(Question Serial No. 0820)

Head: (156) Government Secretariat: Education Bureau

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

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:

According to Volume I General Revenue Account of the Estimates, during 2025-26, the Education Bureau (EDB) will facilitate the development of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training at degree level, launch the Hong Kong Future Talents Scholarship Scheme for Advanced Studies for local students pursuing designated taught postgraduate programmes offered by self-financing universities (including UAS), amend the Post Secondary Colleges Ordinance (Cap. 320) to improve the regulatory and quality assurance mechanisms of self-financing post-secondary institutions, continue to implement measures to enhance Hong Kong's development as an international hub for post-secondary education, and continue to collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications. In this connection, will the Government advise this Committee of the following –

- (1) Regarding the measures taken by EDB to facilitate the development of UAS, support the exchange activities and promotion of the Alliance of UAS, include eligible programmes of UAS into the Study Subsidy Scheme for Designated Professions/Sectors, launch the Hong Kong Future Talents Scholarship Scheme for Advanced Studies, amend the Post Secondary Colleges Ordinance, enhance Hong Kong's development as an international hub for post-secondary education, and collaborate with Mainland authorities to take forward the mutual recognition of sub-degree level qualifications, what were the expenditures involved and what were the specific measures taken for the past 5 years?
- (2) Regarding the measures to be taken by EDB to facilitate the development of UAS, launch the Hong Kong Future Talents Scholarship Scheme for Advanced Studies, amend the Post Secondary Colleges Ordinance, enhance Hong Kong's development as an international hub for post-secondary education, and collaborate with Mainland authorities to take forward the mutual recognition of sub-degree level qualifications, what are the expenditures involved and what are the specific measures for 2025-26?

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

Reply:

(1)

The Education Bureau (EDB) strives to develop Hong Kong into an international post-secondary education hub and a cradle of future talent by leveraging the strengths of our highly internationalised and diversified post-secondary education, with a view to contributing to the building of a leading country in education. Relevant specific measures implemented from 2020-21 to 2024-25 include –

- (a) Relaxing the enrolment ceiling of non-local students – Starting from the 2024/25 academic year, the enrolment ceiling of non-local students in publicly-funded post-secondary institutions (applicable to taught programmes) has been doubled to a level equivalent to 40% (of local student places). Regarding the self-financing post-secondary sector, the quota for admission of students from the Mainland, Macao and Taiwan (MMT) to 3 self-financing universities (i.e. Hong Kong Metropolitan University, Hong Kong Shue Yan University, and The Hong Kong Baptist University) has been increased from 10% to 20% starting from the 2023/24 academic year;
- (b) Establishing the Government Scholarship Fund – The annual quota of the Belt and Road Scholarship has been increased from 100 to 150 places starting from the 2024/25 academic year, while that of the Hong Kong PhD Fellowship Scheme has been increased from 300 to 350 places from the 2024/25 academic year onwards and will be increased to 400 places in the 2025/26 academic year;
- (c) Taking forward the Immigration Arrangements for Non-local Graduates (IANG) – IANG allows non-local students to apply for working in Hong Kong after graduating from local post-secondary institutions, thereby attracting non-local graduates to stay in the city for development. In December 2022, the Government extended IANG on a pilot basis to cover graduates who have obtained undergraduate or higher qualifications from the Hong Kong universities' campuses in the Mainland cities of the Greater Bay Area (GBA) until the end of 2026;
- (d) Promoting the “Study in Hong Kong” brand – The University Grants Committee (UGC) has allocated a provision of \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation, which comprises the 8 UGC-funded universities, to participate in and organise various overseas activities. Such activities include jointly setting up a Hong Kong Pavilion in international expositions and visiting different places to recruit overseas students;
- (e) Supporting Hong Kong's higher education institutions to explore more flexible and innovative operation modes in the Mainland cities of GBA – Following the establishment of campuses in Zhuhai, Shenzhen and Guangzhou by Hong Kong Baptist University, The Chinese University of Hong Kong, and The Hong Kong University of Science and Technology respectively, City University of Hong Kong has also established its Dongguan campus, which commenced operation in September 2024;

- (f) Strongly supporting the formation of alliances between higher education institutions of Hong Kong and the Mainland – Hong Kong’s higher education institutions have formed 5 alliances with the institutions of the Mainland and Macao, namely the Guangdong-Hong Kong-Macao University Alliance, the Beijing-Hong Kong Universities Alliance, the Shanghai-Hong Kong University Alliance, the Jiangsu-Hong Kong-Macao University Alliance, and the Alliance of Higher Institutions in Shandong, Hong Kong and Macao;
- (g) Implementing the Funding Scheme for Mainland and Global Engagement and Student Learning Experience – Starting from the 2023/24 academic year, UGC has injected an additional \$100 million into the Funding Scheme to support universities in providing students with more exchange and learning opportunities outside Hong Kong and enhancing cross-cultural exchange on campuses, thereby creating a diversified and inclusive international learning environment; and
- (h) Introducing the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) – To attract more outstanding local students to further their studies in priority areas conducive to Hong Kong’s development, UGC has introduced the TPgFS on a pilot basis for 5 cohorts starting from the 2020/21 academic year, offering fellowships to local students pursuing designated self-financing taught postgraduate programmes related to 7 priority areas in the 8 UGC-funded universities.

Meanwhile, EDB actively promotes vocational and professional education and training (VPET) as a pathway parallel to conventional academic education through the strategy of fostering industry-institution collaboration and diversified development, complementing the policy objective of developing Hong Kong into an international post-secondary education hub. Relevant specific measures include –

- (a) Fostering the development of universities of applied sciences (UAS) – To elevate the status of VPET at the degree level, EDB promulgated the criteria for qualifying as UAS in February 2024. Currently, 2 self-financing universities (i.e. Hong Kong Metropolitan University and Saint Francis University) have passed relevant review and officially become UAS. EDB will accord priority to eligible programmes of UAS for inclusion into the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP). Priority will also be given to UAS’s eligible applications for relevant support measures, including the Quality Enhancement Support Scheme, and the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education;
- (b) Establishing the Alliance of UAS – With the support of the \$100 million start-up fund from the Government, the Alliance of UAS was officially established in November 2024 to facilitate the joint promotion efforts of UAS, institutions aspiring to become UAS and the relevant sectors in order to enhance the status of VPET in society and among parents and students. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has prepared the work plan for the year ahead and

established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students;

- (c) Developing Applied Degree Programmes – To strengthen the VPET progression pathway at degree level, the Government launched 2 rounds of pilot project in 2020 and 2023 respectively. Under the pilot project, a one-off grant of up to \$2 million would be provided for each selected self-financing post-secondary institution on a reimbursement basis to develop applied degree programmes with stronger industry-related and applied elements and in disciplines with keen manpower demand. A total of 8 applied degree programmes were selected in the two rounds of the pilot project, and these 2 batches of programmes commenced in the 2022/23 and 2024/25 academic years respectively. Drawing from the experience of the pilot project, the Government has regularised applied degree programmes and promulgated the Guidelines on Developing Applied Degree Programmes to support the development of more applied degree programmes. With effect from the 2024/25 academic year, an additional annual subsidy of around \$5,000 (for non-laboratory-based programmes) and around \$8,000 (for laboratory-based programmes) are provided to students enrolling in designated programmes under SSSDP that are recognised applied degree programmes developed in accordance with the relevant guidelines of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications; and
- (d) Working with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications – The HKSAR Government has been proactively responding to and collaborating with the relevant Mainland authorities in a bid to take forward the mutual recognition of sub-degree level qualifications to expand the vocational and professional talent pool of Hong Kong, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. We will continue to proactively follow up this matter with the relevant Mainland authorities.

In addition, to facilitate the healthy and sustainable development of the self-financing post-secondary sector, making more proactive contributions to the development of Hong Kong into an international post-secondary education hub, EDB introduced the Post Secondary Colleges (Amendment) Bill 2025 into the Legislative Council on 19 March 2025 to amend the Post Secondary Colleges Ordinance (Cap. 320), with a view to improving the regulatory and quality assurance mechanisms of self-financing institutions.

The expenditures (if applicable) on the above measures from 2020-21 to 2024-25 are set out at **Annex 1**. For measures not mentioned in Annex 1, EDB will use its existing resources to carry out the relevant work. As the expenditures involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

(2)

In 2025-26, EDB will continue to take forward the relevant work in pursuance of the abovementioned policy objectives. Related new initiatives include –

- (a) Further relaxing the enrolment ceiling of non-local students – With effect from the 2025/26 academic year, the quota for admission of MMT students by the 6 self-financing institutions with the approval to admit Mainland students to degree programmes (i.e. Hong Kong Metropolitan University, Hong Kong Shue Yan University, The Hong Kong University of Science and Technology, Hong Kong Baptist University, The Hong Kong Polytechnic University, and the Technological and Higher Education Institute of Hong Kong under the Vocational Training Council) will be increased in phases to 40% in accordance with an orderly and progressive approach having regard to the utilisation of prevailing quota by relevant institutions;
- (b) Striving to host international education conferences and exhibitions in Hong Kong – Hong Kong has just succeeded in its bid to host the Asia-Pacific Association for International Education 2026 Conference and Exhibition, which will bring together leaders and representatives of the higher education sector from all over the world. The event will highlight Hong Kong's image as an international hub for post-secondary education, and further deepen collaboration and exchanges with post-secondary institutions outside Hong Kong, thus expediting Hong Kong's development into an international hub for post-secondary education;
- (c) Setting up the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) – Starting from the 2025/26 academic year, scholarships will be offered to up to 1 200 local students enrolling in designated taught postgraduate programmes each year. Scholarships will be extended to encompass not only designated self-financing taught postgraduate programmes offered by the 8 UGC-funded universities but also those offered by self-financing universities (including UAS); and
- (d) Launching a new round of the Research Matching Grant Scheme totalling \$1.5 billion – The Government will continue to support Hong Kong's higher education sector in diversifying research funding sources within its four-year operation period, and encourage more non-public organisations to support the research endeavours of institutions, including the provision of financial assistance.

The expenditures (if applicable) on the above measures in 2025-26 are set out at **Annex 2**. Regarding the measures not mentioned in Annex 2, EDB will use its existing resources to carry out the relevant work. As the expenditures involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

Expenditures on various measures related to post-secondary education from 2020-21 to 2024-25

Measures	Expenditure (\$ million)				
	Financial year				
	2020-21	2021-22	2022-23	2023-24	2024-25 (Revised Estimate)
Hong Kong PhD Fellowship Scheme	236	249	276	296	326
Promotion of the “Study in Hong Kong” brand	7.7	8.5	3.02	14.69	0
Funding Scheme for Mainland and Global Engagement and Student Learning Experience	N/A	N/A	N/A	50	50
Establishment of the Alliance of UAS	N/A	N/A	N/A	100	N/A
Pilot Project on the Development of Applied Degree Programmes	N/A	0.67	4	4	6.33
Provision of additional subsidies for applied degree programmes	N/A	N/A	N/A	N/A	17.54
Targeted Taught Postgraduate Programmes Fellowships Scheme	47	98	100	105	108

Measures	Expenditure (\$ million)				
	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25 (Revised Estimate)
Belt and Road (B&R) Scholarship	23.8	29.6	34.5	39.2	53.3

Note: The total expenditure on B&R Scholarship is calculated once every academic year.

Estimated expenditures on various measures related to post-secondary education in 2025-26

Measures	Expenditure (\$ million)
	2025-26
Hong Kong PhD Fellowship Scheme	366
Promotion of the “Study in Hong Kong” brand	To be confirmed ^(Note)
Provision of additional subsidies for applied degree programmes	29.23
Hong Kong Future Talents Scholarship Scheme for Advanced Studies	120
Research Matching Grant Scheme	300

Note: UGC will duly consider allocating a provision for the Heads of Universities Committee’s Standing Committee on Internationalisation in the 2025-28 triennium.

Measures	Expenditure (\$ million)
	2025/26 academic year
B&R Scholarship	71.5

Note: The total expenditure on B&R Scholarship is calculated once every academic year.

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CONTROLLING OFFICER'S REPLY

EDB026

(Question Serial No. 0822)

Head: (156) Government Secretariat: Education Bureau

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

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:

According to Volume I General Revenue Account of the Estimates, during 2025-26, the Vocational Training Council (VTC) will continue to arrange study trips for students of VTC to the Greater Bay Area (GBA), implement the pilot Diploma of Vocational Education (Senior Secondary Curriculum) (DVE(SSC)) programme, operate the Pilot International Study Programme (ISP) under the Training and Support Scheme (TSS) for trainees, implement TSS, strengthen the promotion of the “professional” attributes of vocational and professional education and training (VPET) and its “through-train” progression pathway, strengthen and deliver an inspiring STEAM education within VTC and across the local community, implement the industrial attachment programme and the Pilot Subsidy Scheme for Students of Professional Part-time Programmes (Pilot Subsidy Scheme). In this connection, please advise this Committee of the following –

- (1) With regard to arranging study trips for students to GBA, implementing the pilot (DVE(SSC)) programme, ISP and TSS, promoting STEAM education and operating the industrial attachment programme and the Pilot Subsidy Scheme, what were the expenditures incurred by VTC in the past 5 years?
- (2) With regard to the measures of continuing to arrange study trips for students to GBA, implement the pilot (DVE(SSC)) programme, ISP and TSS, promote STEAM education, and operate the industrial attachment programme and the Pilot Subsidy Scheme during 2025-26, what are the estimated expenditures to be incurred by VTC and the specific measures?
- (3) With regard to strengthening the promotion of the “professional” attributes of VPET and its “through-train” progression pathway, what were the expenditures incurred by VTC in the past 5 years?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 11)

Reply:

(1) and (2)

Short-term learning programmes under “GBA Explorer Trip” project

Starting from the 2023-24 financial year, the Vocational Training Council (VTC) has launched short-term learning programmes under the five-year “GBA Explorer Trip” project. The exchange activities under the project cover, inter alia, national education, seminars on the development in the Mainland and visits to enterprises, with a view to enhancing students’ understanding of GBA as well as the employment opportunities therein. The number of participating students and the expenditure of the project in the 2023-24 and 2024-25 financial years are as follows –

Financial year	No. of participating students	Expenditure (\$ million)
2023-24	1 154	1.9
2024-25 [^]	1 201	2.1

[^] Figures as at 31 January 2025

VTC will continue to organise learning programmes under the “GBA Explorer Trip” project in the 2025-26 financial year to further support students’ exchange activities in GBA. It is estimated that about 1 250 students will participate in the project, and the expenditure involved is about \$2 million.

The pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme

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. Under the pilot programme, VTC has offered courses covering 2 subject areas, namely “Hospitality” and “Information Technology”, for the 2023/24 and 2024/25 academic years. The number of participating secondary schools and students and the expenditure are as follows –

Academic year	No. of participating secondary schools	No. of participating students	Expenditure (\$ million)
2023/24	3	51	1.3
2024/25	9	152	3.2

The Government will maintain close liaison with VTC in reviewing the effectiveness of the pilot project and considering its long-term operation and arrangements.

The Training and Support Scheme and the Pilot International Study Programme

The Government has implemented the pilot Training and Support Scheme (TSS) through VTC since the 2014/15 academic year, and has regularised TSS since the 2019/20 academic year, which aims to attract and retain talent for specific industries with a keen manpower demand by integrating structured apprenticeship training and clear career progression pathways. 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) for trainees under TSS. ISP was officially launched in the 2022/23 academic year due to the pandemic, and has subsequently been extended for 2 years until the 2024/25 academic year to benefit more trainees. The amounts of government funding approved under TSS and ISP in the past 5 financial years are as follows –

Financial year	Amount of government funding approved under TSS (\$ million)	Amount of government funding approved under ISP (\$ million)
2020-21	67.7	-
2021-22	73.5	-
2022-23	69.1	2.8
2023-24	76.1	3.6
2024-25	67.6	5.3

The estimated expenditures on TSS and ISP in the 2025-26 financial year are \$87.9 million and \$3.4 million respectively. The Government is in close liaison with VTC to review the effectiveness of the above schemes and consider the arrangements for ISP after the pilot period.

Promotion of STEAM education

To tie in with the Government's policy to promote STEAM education, VTC has been delivering 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 talents.

To further promote STEAM education and arouse students' interest in the relevant fields, VTC consistently organises a wide array of activities such as workshops, online seminars, summer camps and competitions, and encourages students to engage in project learning and collaboration with industries through participation in major local and international competitions. VTC will continue to proactively collaborate with industry partners and encourage students to take part in the thematic projects of different industries to apply the smart technology that they have mastered in STEAM programmes, thereby further fostering the development of STEAM education and applied research. As the above-mentioned work is part of VTC's regular routine, the expenditure involved is subsumed under the overall account and a breakdown is not available.

Industrial attachment programme

Starting from the 2014/15 academic year, the Government has allocated an annual recurrent funding of about \$18 million to VTC to provide industrial attachment opportunities for about 9 000 students studying Higher Diploma programmes and certain Diploma of Vocational Education programmes (including students studying in the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Hong Kong Institute of Information Technology, International Culinary Institute, Chinese Culinary Institute and Youth College), with a view to enhancing graduates' employability and helping them adapt to the workplace environment as early as possible. VTC will continue to implement the programme in the 2025/26 academic year.

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 (the Subsidy Scheme) with a funding of \$200 million 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. The Government injected an additional funding of \$234 million and \$425 million in 2019 and 2024 respectively to continue implementing the Subsidy Scheme till the 2028/29 academic year. In addition, the Subsidy Scheme has been expanded to cover creative industry and health and life science programmes, with the amount of tuition fee subsidy capped at \$36,000 per person for these newly covered programmes. The numbers of trainees under the Subsidy Scheme and subsidy recipients and the amounts of tuition fee subsidy granted in the past 5 academic years are as follows –

Academic year	No. of trainees	No. of subsidy recipients^{#^}	Tuition fee subsidy granted (\$ million)[^]
2019/20	1 925	1 833	41.6
2020/21	2 618	2 528	51.4
2021/22	2 512	2 427	48.4
2022/23	2 518	2 430	36.9
2023/24	2 310	1 602	15.0

[^] Figures as at 28 February 2025.

[#] 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 applicant must not have applied for or been granted any other form of subsidy or financial assistance from the Government or his/her employer for the same programme. 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 applicant's completion of a term of study.

VTC will continue to implement the Subsidy Scheme in the 2025/26 academic year. The Government and VTC will continue to review the effectiveness of the scheme.

(3)

VTC has all along been committed to promoting the professional and practical attributes of VPET, as well as the flexible and seamless VPET articulation pathway. VTC also showcases to the public the features and articulation pathways of its programmes on different publicity platforms such as television, outdoor advertisement, and digital and social media. In addition, VTC organises various promotional activities to interact with schools, students and parents, including conducting school talks and experiential skill-learning activities and setting up information booths themed on further study, so as to enhance the public's understanding and perception towards VPET and introduce to them diversified articulation pathways. As relevant promotion is part of VTC's regular work, the expenditure involved is subsumed under the overall account and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB027

(Question Serial No. 0823)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

According to Volume I General Revenue Account of the Estimates, the Education Bureau (EDB) provides the following support for eligible students: the Hong Kong Scholarship for Excellence Scheme (HKSES), the Mainland University Study Subsidy Scheme (MUSSS), the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS), the School Nominations Direct Admission Scheme (SNDAS), subsidies for eligible post-secondary students enrolled in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes outside Hong Kong, and reimbursement of tuition fees and provision of a flat-rate academic expenses grant for needy students pursuing the Diploma of Applied Education Programme, Diploma of Vocational Education, Diploma of Foundation Studies, and other eligible full-time programmes below the sub-degree level, together with the Working Family and Student Financial Assistance Agency (WFSFAA) where appropriate. In this connection, please advise this Committee of the following –

- (1) What were the expenditures involved in the provision of support by EDB through HKSES, MUSSS, SSSDP, NMTSS, SNDAS, provision of subsidies for post-secondary students to participate in exchange programmes outside Hong Kong, and reimbursement of tuition fees and provision of a flat-rate academic expenses grant with WFSFAA in the past 5 years?
- (2) What were the expenditures involved in EDB's provision of subsidies for eligible post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes outside Hong Kong in the past 5 years?

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

Reply:

(1)

From the 2020/21 to 2024/25 academic years, the expenditures incurred by the Education Bureau (EDB) and the Working Family and Student Financial Assistance Agency (WFSFAA) for the Hong Kong Scholarship for Excellence Scheme (HKSES), the Mainland University Study Subsidy Scheme (MUSSS), the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong (NMTSS), as well as the reimbursement of tuition fees for the Diploma of Applied Education (DAE)/Diploma Yi Jin (DYJ), and the provision of a flat-rate academic expenses grant for full-time DAE/DYJ students are as follows –

Scheme	Academic year	Expenditure (\$ million)⁽¹⁾
HKSES	2020/21	66.5
	2021/22	75.3
	2022/23	81.1
	2023/24	84.1
	2024/25 ⁽²⁾	90.9
MUSSS	2020/21	51.3
	2021/22	58.3
	2022/23	64.4
	2023/24	65.1
	2024/25 (as at early March 2025)	55.7 ⁽³⁾
SSSDP	2020/21	635.6
	2021/22	707.3
	2022/23	757.9
	2023/24	972.3
	2024/25 ⁽²⁾	1,098.7
NMTSS	2020/21	516.6
	2021/22	499.5
	2022/23	439.7
	2023/24	388.2
	2024/25 ⁽²⁾	423.7
Reimbursement of DAE/DYJ tuition fees ⁽⁴⁾	2020/21	71.1
	2021/22	70.9
	2022/23	69.2
	2023/24 (as at 31 January 2025)	67.6
	2024/25	Figures currently unavailable as tuition fee reimbursement for the 2024/25 academic year has not yet commenced.
Provision of a flat-rate academic expenses grant for full-time DAE/ DYJ students	2020/21	2.0
	2021/22	2.1
	2022/23	1.9
	2023/24	1.8
	2024/25 (as at 31 January 2025)	1.3

Notes:

- (1) Manpower resources required for the provision of the above schemes are subsumed under the recurrent expenditure of EDB and WFSFAA.
- (2) Provisional figures.
- (3) The total estimated expenditure for the year is around \$57 million.
- (4) Since tuition fee reimbursement is contingent upon the satisfactory completion of relevant programmes/subjects, WFSFAA generally confirms the details of eligible students with the respective institutions and arranges for tuition fee reimbursement after the end of the relevant academic year.

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

(1) and (2)

EDB provides subsidies for eligible post-secondary students enrolled in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange activities outside Hong Kong through the following schemes. These 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 arranged by the participating institutions.

The expenditures for the 2020/21 to 2024/25 academic years are as follows –

Scheme	Academic year	Expenditure (\$ million)⁽¹⁾
(1) Scheme for Subsidy on Exchange for Post-secondary Students	2020/21 ⁽²⁾	0.9
	2021/22 ⁽²⁾	10.6
	2022/23 ⁽²⁾	16.4
	2023/24 ⁽³⁾	14.7
	2024/25 ⁽⁴⁾	58.8
(2) Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested)	2020/21 ⁽²⁾	0.3
	2021/22 ⁽²⁾	1.4
	2022/23 ⁽²⁾	2.0
	2023/24 ⁽³⁾	3.4
	2024/25 ⁽⁴⁾	19.2
(3) Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Non-means-tested)	2020/21 ⁽²⁾	0.3
	2021/22 ⁽²⁾	1.9
	2022/23 ⁽²⁾	3.1
	2023/24 ⁽³⁾	4.2
	2024/25 ⁽⁴⁾	19.0
(4) Mainland Experience Scheme for Post-secondary Students	2020/21 ⁽²⁾	0.6
	2021/22 ⁽²⁾	0.8
	2022/23 ⁽²⁾	2.0
	2023/24 ⁽³⁾	3.4
	2024/25 ⁽⁴⁾	14.4

Notes:

- (1) Manpower resources required for the provision of the above schemes are subsumed under the recurrent expenditure of EDB.
- (2) Due to the COVID-19 pandemic, many institutions suspended their exchange activities from the 2020/21 to 2022/23 academic years.

- (3) Actual figures revised from last year's estimates.
- (4) Provisional figures.

- End -

CONTROLLING OFFICER'S REPLY

EDB028

(Question Serial No. 0824)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

Under the General Revenue Account, Volume I of the Budget, it is stated that the Education Bureau supports the parallel development of the publicly-funded and the self-financing post-secondary education sectors. As a result of the efforts of the Government and the two sectors, about 55% of young people who have completed secondary education now have access to undergraduate-level education. With sub-degree places included, about 80% of young people in the relevant age group now have access to post-secondary education. In addition, the Bureau implements initiatives to support students pursuing post-secondary education both locally and outside Hong Kong. In this connection, will the Government advise this Committee of the following –

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

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

Reply:

(1) and (2)

The Education Bureau (EDB) has been committed to promoting the parallel development of the self-financing and the publicly-funded post-secondary education sectors, and promoting vocational and professional education and training through the strategy of fostering industry-institution collaboration and diversified development, with a view to providing quality, diversified and flexible pathways with multiple entry and exit points for young people. At

present, about 80% of students in the relevant age group have access to post-secondary education locally, including about 55% at the degree level.

The numbers of candidates who met the general minimum entrance requirements¹ for local undergraduate programmes or attained better results in the Hong Kong Diploma of Secondary Education Examination (HKDSE), and those who were eventually admitted to funded undergraduate programmes offered by publicly-funded local universities in the past 5 academic years from 2019/20 to 2023/24 are tabulated as follows –

Year of Examination	No. of candidates who met the general minimum entrance requirements for local undergraduate programmes or attained better results	No. of students admitted to University Grants Committee–funded universities through the Joint University Programmes Admissions System (JUPAS)²
2020	19 043	11 944
2021	18 245	12 225
2022	17 733	12 178
2023	17 906	12 592
2024	19 262	11 837 (provisional figure)

Notes:

- 1 The general entrance requirements of undergraduate programmes offered by local universities were Level 3 or above for Chinese Language and English Language, as well as Level 2 or above for Mathematics (compulsory part) and Liberal Studies (LS). Starting from 2024, Citizenship and Social Development (CS) subject replaced LS subject. For CS subject, the general entrance requirement of undergraduate programmes offered by local universities is “Attained”.
- 2 Figures are the numbers of students admitted in the academic years concerned, including candidates in the current and previous years.

In addition to local publicly-funded and self-financing post-secondary institutions, Hong Kong students may also choose articulation pathways outside Hong Kong. For example, the Ministry of Education launched the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions in the 2012/13 academic year, under which participating Mainland higher education institutions admit Hong Kong students based on their results in HKDSE. As at the 2024/25 academic year, a total of 22 000 Hong Kong students received admission offers. Furthermore, 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 nurturing a top cadre of talent with global vision, international network and world class education. Since the launch of HKSES, around 970 students have been awarded scholarships to pursue undergraduate or postgraduate studies at renowned universities outside Hong Kong.

Based on the findings of the Secondary 6 Students’ Pathway Survey conducted by EDB, the number of Secondary 6 graduates who completed the local curriculum and went on to pursue full-time programmes outside Hong Kong in the past 5 academic years from 2019/20 to 2023/24 years is tabulated below –

Year of graduation	No. of Secondary 6 graduates who completed the local curriculum and went on to pursue full-time programmes outside Hong Kong^{3 4}
2020	6 009
2021	5 645
2022	4 789
2023	3 609
2024	3 061 (provisional figure)

Notes:

3 Figures refer to the position as at October of the year of graduation.

4 The survey covered Secondary 6 graduates of ordinary secondary day schools offering local curriculum in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB029

(Question Serial No. 0830)

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 various measures carried out in public sector primary and secondary schools to support students with diverse educational needs include implementing the enhanced Learning Support Grant to provide regular teaching posts. In this connection, will the Government advise this Committee of the following –

- (1) the expenditures involved in recruiting or training new teachers for maintaining school operation by the Education Bureau (EDB) as a result of wastage of government and aided primary and secondary school teachers who left before retirement age in the past 5 years;
- (2) the wastage figures of government and aided primary and secondary school teachers who left before retirement age in 2025-26 as estimated by EDB according to previous data and the current teaching force; the respective estimated expenditures involved in teacher recruitment and training and salaries for temporary staff in the light of the estimated wastage, as well as the overall estimated expenditure;
- (3) EDB's expenditures involved in conducting human resource management and supplementing the teaching force, as well as other related expenditures (e.g. allowances for teacher secondment and expenses on employment of supply teachers) as a result of wastage of government and aided primary and secondary school teachers who left before retirement age in the past 5 years?

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

Reply:

(1) to (3)

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high-quality. 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. For the 2024/25 school year (as at mid-September 2024), the number of drop-out

teachers who left the education profession before retirement age in public sector primary and secondary schools is 2 405. The estimated number of the relevant drop-out teachers for the 2025/26 school year is not available. According to the information from EDB, the overall wastage rates of teachers in primary and secondary schools as well as special schools consistently decreased in the 2023/24 and 2024/2025 school years. This indicates that a stable teaching force has been maintained. With the structural declining school-age population, the demand for teachers would decrease correspondingly.

Aided schools generally take into account their school-based demand for human resources (including but not limited to filling the vacancies of teachers who left the education profession before the retirement age) to employ suitable persons to fill the vacancies of regular and contract teaching posts, or employ supply and temporary teachers to take up the posts on a temporary basis to meet their development and operational needs. As for government schools, EDB will carry out overall manpower planning taking into account factors such as the number of operating classes and subjects offered. EDB will also employ staff based on actual needs to ensure the smooth operation of schools.

The resources provided by EDB for aided schools include regular teaching posts based on the approved number of classes (i.e. teacher-to-class ratio), additional regular teaching posts under various initiatives (such as those for supporting career and life planning), and cash grants that allow flexible deployment.

EDB attaches great importance to the quality of the teaching force and is committed to enhancing the professional competence of teachers and principals through diversified professional development programmes. Meanwhile, EDB encourages schools to formulate systematic professional development plans based on their development needs and teachers' professional development needs to support teachers' professional growth.

- End -

CONTROLLING OFFICER'S REPLY

EDB030

(Question Serial No. 0836)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (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:

The Education Bureau provides eligible students with the following support, including the Hong Kong Scholarship for Excellence Scheme (HKSES), which supports outstanding students studying at renowned universities outside Hong Kong, and the Mainland University Study Subsidy Scheme (MUSSS), which provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions. In this connection, please advise this Committee of the following –

- (1) What was the number of eligible students who received subsidies under MUSSS to pursue undergraduate studies at designated Mainland institutions in each of the past 5 academic years?
- (2) What were the total amounts of scholarships granted under HKSES to outstanding students studying at renowned universities outside Hong Kong in the past 5 years?

Asked by: Hon CHEN Chung-nin, Rock (LegCo internal reference no.: 25)

Reply:

(1)

The Mainland University Study Subsidy Scheme (MUSSS) aims to support Hong Kong students in pursuing undergraduate studies on the Mainland and ensure that no students will be deprived of post-secondary education opportunity due to a lack of means. The subsidy is granted on a yearly basis, and the subsidised period is the normal duration of the undergraduate programme pursued by the student concerned in a designated Mainland institution. MUSSS is not subject to any quota.

The numbers of student beneficiaries under MUSSS in the past 5 years are tabulated below –

Academic year	2020/21	2021/22	2022/23	2023/24	2024/25 (as at early March 2025)
Total no. of student beneficiaries	3 844	4 422	4 551	4 601	4 024*

* About 130 applications for the 2024/25 academic year are currently being processed. About 4 100 students are expected to benefit from MUSSS during the year.

(2)

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 talents with global vision, international network and world-class education, thereby contributing to enhancing Hong Kong's competitiveness as Asia's World City in a globalised knowledge economy. 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 total annual amounts of subsidies under HKSES from the 2020/21 to 2024/25 academic years are set out as follows –

Academic year	Amount of subsidy (\$ million) ⁽¹⁾
2020/21	66.5
2021/22	75.3
2022/23	81.1
2023/24	84.1
2024/25 ⁽²⁾	90.9

Notes:

(1) Manpower resources required for HKSES are subsumed under the recurrent expenditure of the Education Bureau

(2) Provisional figures

- End -

CONTROLLING OFFICER'S REPLY

EDB031

(Question Serial No. 0161)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

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

- (1) the respective numbers of students enrolled in full-time programmes of the two institutes in each of the past 3 years (2022, 2023 and 2024);
- (2) the respective percentages of graduates of the two institutes joining the local catering industry in each of the past 3 years (2022, 2023 and 2024);
- (3) whether the institutes have any plans to train more talents and further increase graduates' interest in joining the local catering industry, given the shortage of manpower in the industry?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 2)

Reply:

(1) and (2)

The numbers of full-time students of the Chinese Culinary Institute (CCI) and the International Culinary Institute (ICI) of the Vocational Training Council (VTC), and the percentages of graduates joining the catering and hotel industries in the 2021/22 to 2023/24 academic years are as follows –

	Institute	2021/22 academic year	2022/23 academic year	2023/24 academic year
No. of students	CCI	272	241	186
	ICI	1 083	1 331	1 043
Percentage of graduates joining the catering and hotel industries (Note 1 and Note 2)	CCI	84%	94%	Figures not yet available
	ICI	70%	70%	

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. less than 22 weeks) are excluded.

(3)

CCI and ICI are committed to providing diversified training programmes to meet the manpower demand of the catering industry and nurture outstanding talents in support of the sustainable development of the catering, hospitality and tourism industries in Hong Kong. The institutes plan their annual intake places by taking into account different factors, including manpower demand of the industry, estimated numbers of applications, student demographic changes and changes in the macro environment, with a view to catering for the manpower and training needs of the industry.

CCI and ICI have proactively stepped up promotion efforts and opened up publicity channels to attract students to enrol in relevant programmes. On promotion strategies, the institutes have emphasised their features and values, including excellent trainers, multiple progression pathways for further study, as well as various overseas exchange, internship and employment opportunities. Through different publicity channels (such as supporting the filming of cooking shows featuring young idols), the institutes share with their target audience the stories behind awards and successes, thereby enhancing their brand recognition.

In addition, the institutes strengthen the promotion targeting senior secondary students of “Hospitality Services in Practice” and “Western Cuisine” under the Senior Secondary Applied Learning (ApL) courses, and provide students currently taking ApL courses with latest industry information, so as to enhance their understanding on relevant sectors and the development opportunities, thereby further increasing their interest in joining the catering industry. VTC also continues to share up-to-date information with teachers responsible for life planning in secondary schools 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. The institutes will 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 of different backgrounds, as well as their parents, so as to attract students’ enrolment in relevant programmes, thereby nurturing more high-quality talents for the catering industry.

- End -

CONTROLLING OFFICER'S REPLY

EDB032

(Question Serial No. 0181)

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 Post-secondary, Vocational and Professional Education, the Education Bureau provides support for eligible students through the Study Subsidy Scheme for Designated Professions/Sectors. Please set out the numbers of subsidy recipients in the 2023/24, 2024/25 and 2024/25 academic years as well as the estimated numbers of subsidy recipients in the 2025/26 academic year by programme type in the form of a table.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 22)

Reply:

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 2023/24, 2024/25 and 2025/26 academic years is set out at **Annex 1** (undergraduate programmes) and **Annex 2** (sub-degree programmes).

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

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
Hong Kong Chu Hai College (Note 1)	Bachelor of Science (Honours) in Architecture	First-year-first-degree (FYFD)	60	9
		Top-up degree (TUD)	45	26
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13
		TUD	18	24
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	38
	Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	18	24
	Bachelor of Science with Honours in Computer Science	FYFD	40	46
		TUD	55	96
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	25	33
		TUD	15	28
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	60	42
		TUD	35	50
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	67
		TUD	30	30
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	60	19
		TUD	42	19
	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	30	19
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	6
	Bachelor of Nursing with Honours in General Health Care	FYFD	385	383
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	132
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	102
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	57
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	40	18
		TUD	17	13
	Bachelor of Business Administration with Honours in Sports and Recreation Management	FYFD	40	46
	Bachelor of Sports and Recreation Management with Honours	TUD	94	135

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification	FYFD	50	51
		TUD	5	0
	Bachelor of Science with Honours in Analytical Testing Science	FYFD	30	16
	Bachelor of Science with Honours in Testing Science and Certification	TUD	24	11
	Bachelor of Science with Honours in Food Testing Science	FYFD	55	22
		TUD	35	36
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	60	29
	Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	40
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	13
		TUD	19	4
Saint Francis University (Note 2)	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	1
		TUD	9	3
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	10
		TUD	15	6
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	10
		TUD	7	2
	Bachelor of Nursing (Honours)	FYFD	640	639
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	33
		TUD	30	19
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	32
		TUD	10	10
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	20
		TUD	25	14
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	41
		TUD	30	21
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	17
		TUD	15	5
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	104
		TUD	60	54
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	FYFD	400	399
		TUD	130	134
	Bachelor of Science (Honours) in Applied Gerontology	FYFD	50	14
		TUD	50	20
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	44
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	60
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	62
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	20

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	20	7
		TUD	11	7
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	20	4
		TUD	23	12
	Bachelor of Engineering (Honours) in Building Services Engineering	FYFD	25	0
		TUD	100	133
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	40	11
		TUD	70	98
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	FYFD	25	4
		TUD	27	15
	Bachelor of Science (Honours) in Surveying	FYFD	40	5
		TUD	30	12
	Bachelor of Arts (Honours) in Fashion Design	FYFD	40	14
		TUD	24	11
	Bachelor of Arts (Honours) in Product Design	FYFD	20	5
		TUD	15	9
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	30	11
		TUD	90	107
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	20	7
		TUD	15	12
Total			4 695	4 040

Note : SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: Chu Hai College of Higher Education was retitled as Hong Kong Chu Hai College with effect from 4 January 2023.

Note 2: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

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
actual intakes

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20	13
		TUD	45	2
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13
		TUD	30	14
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	44
	Bachelor of Engineering with Honours in Civil Engineering (Note 1) / Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	25	30
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	17
	Bachelor of Science with Honours in Computer Science	FYFD	45	60
		TUD	80	65
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	43
		TUD	30	22
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	41
		TUD	55	41
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	45	22
		TUD	15	12
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	80
		TUD	30	30
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	35	35
		TUD	30	19
	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	30	25
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2) / Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	7
	Bachelor of Nursing with Honours in General Health Care	FYFD	400	418
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	135
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	63
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	55
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	30	21

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	TUD	17	12
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3)	FYFD	40	49
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3 and Note 4) / Bachelor of Sports and Recreation Management with Honours (Note 3)	TUD	114	125
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 5)	FYFD	55	69
		TUD	15	5
	Bachelor of Science with Honours in Analytical Testing Science	FYFD	30	30
	Bachelor of Science with Honours in Analytical Testing Science (Note 6) / Bachelor of Science with Honours in Testing Science and Certification	TUD	30	9
	Bachelor of Science with Honours in Food Testing Science	FYFD	30	45
		TUD	50	35
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	50	37
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 7) / Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	51
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	14
		TUD	19	2
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	13
		TUD	10	7
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	25
		TUD	10	5
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	17
		TUD	10	4
	Bachelor of Nursing (Honours) (Note 5)	FYFD	640	640
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	63
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (Note 3)	FYFD	15	26
		TUD	9	4
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	47
		TUD	30	24
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	40
		TUD	10	9
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	45
		TUD	25	8

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	43
		TUD	30	16
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	27
		TUD	15	3
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	106
		TUD	60	58
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (Note 3)	FYFD	25	18
		TUD	15	10
	Bachelor of Health Science (Honours) in Nursing	FYFD	400	404
		TUD	130	130
	Bachelor of Science (Honours) in Applied Gerontology (Note 5)	FYFD	40	12
		TUD	40	42
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	45
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	68
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	59
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	25
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	19
		TUD	10	8
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	3
		TUD	10	3
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	10
		TUD	23	13
	Bachelor of Engineering (Honours) in Building Services Engineering (Note 3)	FYFD	10	7
		TUD	120	100
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	25	13
		TUD	90	104
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 5)	FYFD	15	8
		TUD	27	15
	Bachelor of Science (Honours) in Surveying	FYFD	15	11
		TUD	25	14
	Bachelor of Arts (Honours) in Fashion Design	FYFD	25	17
		TUD	24	16
	Bachelor of Arts (Honours) in Product Design	FYFD	15	5
		TUD	15	10
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	25	24
		TUD	110	92
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	15	7
		TUD	15	13
Total			4 825	4 365

Note : SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1 : Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 2 Entry was renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 2 Entry in the 2024/25 academic year.

- Note 2 : Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 2 Entry in the 2024/25 academic year.
- Note 3 : The programme was selected for the second round of the Education Bureau (EDB)'s Pilot Project on the Development of Applied Degree Programmes.
- Note 4 : Bachelor of Sports and Recreation Management with Honours - Year 2 Entry was renamed as 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 : Bachelor of Science with Honours in Testing Science and Certification - Year 2 Entry was renamed as Bachelor of Science with Honours in Analytical Testing Science - Year 2 Entry in the 2024/25 academic year.
- Note 7 : Bachelor of International Hospitality and Attractions Management with Honours - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 2 Entry in the 2024/25 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated undergraduate programmes and number of subsidised places**

Institution	Programme	Programme type (Note)	No. of subsidised places
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20
		TUD	40
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	20
		TUD	25
	Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	45
		TUD	35
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25
		TUD	10
	Bachelor of Science with Honours in Computer Science	FYFD	50
		TUD	75
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35
		TUD	30
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50
		TUD	55
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	40
		TUD	25
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80
		TUD	30
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	30
		TUD	30
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	25
		TUD	10
	Bachelor of Nursing with Honours in General Health Care	FYFD	410
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	130
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60
	Bachelor of Science with Honours in Physiotherapy	FYFD	55
	Bachelor of Business Administration with Honours in Aviation Services Management	FYFD	40
		TUD	25
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	20
		TUD	17
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) (Applied Degree Programme)	FYFD	50
		TUD	115
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Applied Degree Programme)	FYFD	80
		TUD	15
	Bachelor of Science with Honours in Food Testing Science	FYFD	40
		TUD	40
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 4)	FYFD	40
		TUD	52

Institution	Programme	Programme type (Note)	No. of subsidised places
Hong Kong Shue Yan University	Bachelor of Science with Honours in Applied Data Science	FYFD	30
		TUD	10
	Bachelor of Commerce (Honours) in Financial Technology	FYFD	25
		TUD	15
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	5
		TUD	10
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	25
		TUD	10
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	15
		TUD	10
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60
		TUD	15
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	55
		TUD	25
	Bachelor of Arts (Honours) in Art and Design	FYFD	40
		TUD	10
	Bachelor of Science (Honours) in Business Analytics and Information Management (Note 5)	FYFD	50
	Bachelor of Management Science and Information Management (Honours)	TUD	25
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	60
		TUD	30
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35
		TUD	15
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105
		TUD	60
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (<i>Applied Degree Programme</i>)	FYFD	25
		TUD	15
	Bachelor of Health Science (Honours) in Nursing	FYFD	400
		TUD	130
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	40
		TUD	40
	Bachelor of Science (Honours) in Medical Imaging	FYFD	30
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15
		TUD	20
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10
		TUD	10

Institution	Programme	Programme type (Note)	No. of subsidised places
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15
		TUD	20
	Bachelor of Engineering (Honours) in Building Services Engineering <i>(Applied Degree Programme)</i>	FYFD	10
		TUD	150
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	20
		TUD	90
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management <i>(Applied Degree Programme)</i>	FYFD	15
		TUD	27
	Bachelor of Science (Honours) in Surveying	FYFD	15
		TUD	20
	Bachelor of Arts (Honours) in Fashion Design	FYFD	20
		TUD	20
	Bachelor of Arts (Honours) in Product Design	FYFD	10
		TUD	15
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	20
		TUD	100
	Bachelor of Social Sciences (Honours) in Sports Coaching	FYFD	10
		TUD	15
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	10
		TUD	15
Total			4 916

Note : SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1 : Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 3 Entry will be renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 3 Entry in the 2025/26 academic year.

Note 2 : Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 3 Entry in the 2025/26 academic year.

Note 3 : Bachelor of Sports and Recreation Management with Honours - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 3 Entry in the 2025/26 academic year.

Note 4 : Bachelor of International Hospitality and Attractions Management with Honours - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 3 Entry in the 2025/26 academic year.

Note 5 : Bachelor of Management Science and Information Management (Honours) - Year 1 Entry will be renamed as Bachelor of Science (Honours) in Business Analytics and Information Management - Year 1 Entry in the 2025/26 academic year.

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

Institution	Programme	No. of subsidised places	No. of actual intakes
Caritas Bianchi College of Careers	Higher Diploma in Design	60	11
	Higher Diploma in Film and Media Production	30	16
	Higher Diploma in Health Care	160	150
	Higher Diploma in Pharmaceutical Dispensing	120	119
	Higher Diploma in Hospitality Management	50	12
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	42
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	24
	Higher Diploma in Health and Social Care	50	44
	Higher Diploma in Medical and Health Products Management	120	93
	Higher Diploma in Nutrition and Food Management	120	83
	Higher Diploma in Sport and Recreation Management	120	116
	Higher Diploma in Sport Coaching and Sport Performance	160	173
	Higher Diploma in Hotel Management	90	52
	Higher Diploma in Tourism and Events Management	90	34
	Higher Diploma in Tourism and Hospitality Management	90	62
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	23
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	25
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	120	27
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	32
	Higher Diploma in Digital Fashion Creation	15	18
	Higher Diploma in Interior Design	30	30
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52
	Higher Diploma in Health Care	370	439
	Higher Diploma in Resort and Theme Park Management	30	23
	Higher Diploma in Tourism and Airline Studies	30	19
	Higher Diploma in Tourism and Hospitality Studies	25	16
Saint Francis University (Note 1)	Higher Diploma in Enrolled Nursing (General)	35	35
Tung Wah College	Higher Diploma in Health Science	50	43
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	20	0
Total		2 238	1 813

Note 1: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 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
actual intakes

Institution	Programme	No. of subsidised places	No. of actual intakes
Caritas Bianchi College of Careers	Higher Diploma in Design	40	28
	Higher Diploma in Film and Media Production	30	28
	Higher Diploma in Health Care	200	187
	Higher Diploma in Pharmaceutical Dispensing	130	118
	Higher Diploma in Hospitality Management	25	18
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	38
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	25	13
	Higher Diploma in Food Science and Safety	45	21
	Higher Diploma in Health and Social Care	50	44
	Higher Diploma in Medical and Health Products Management	120	87
	Higher Diploma in Nutrition and Food Management	90	32
	Higher Diploma in Sport and Recreation Management	120	124
	Higher Diploma in Sport Coaching and Sport Performance	160	174
	Higher Diploma in Hotel Management	85	65
	Higher Diploma in Tourism and Events Management	80	48
	Higher Diploma in Tourism and Hospitality Management	85	64
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	37
	Higher Diploma in Cybersecurity (Testing and Compliance)	35	11
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	80	36
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	39
	Higher Diploma in Digital Fashion Creation	15	14
	Higher Diploma in Interior Design	30	31
	Higher Diploma in Nursing Studies (Mental Health Care)	55	55
	Higher Diploma in Health Care	400	451
	Higher Diploma in Resort and Theme Park Management	30	23
	Higher Diploma in Tourism and Airline Studies	30	28
	Higher Diploma in Tourism and Hospitality Studies	25	29
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35	35
Tung Wah College	Higher Diploma in Health Science	50	48
	Higher Diploma in Nursing	80	86
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	10	0
Total		2 330	2 043

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated sub-degree programmes and number of subsidised places**

Institution	Programme	No. of subsidised places
Caritas Bianchi College of Careers	Higher Diploma in Design	35
	Higher Diploma in Film and Media Production	30
	Higher Diploma in Health Care	200
	Higher Diploma in Pharmaceutical Dispensing	130
	Higher Diploma in Hospitality Management	25
HKCT Institute of Higher Education	Higher Diploma in Cybersecurity (Testing and Compliance) (Note 1)	35
	Higher Diploma in Fitness, Coaching and Sports Management	50
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	20
	Higher Diploma in Food Science and Safety	45
	Higher Diploma in Health and Social Care	50
	Higher Diploma in Medical and Health Products Management	110
	Higher Diploma in Nutrition and Food Management	60
	Higher Diploma in Sport and Recreation Management	130
	Higher Diploma in Sport Coaching and Sport Performance	170
	Higher Diploma in Hotel Management	80
	Higher Diploma in Tourism and Events Management	70
	Higher Diploma in Tourism and Hospitality Management	80
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	50
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	40
	Higher Diploma in Digital Fashion Creation	15
	Higher Diploma in Interior Design	40
	Higher Diploma in Nursing Studies (Mental Health Care)	56
	Higher Diploma in Health Care	400
	Higher Diploma in Health and Molecular Testing	25
	Higher Diploma in Resort and Theme Park Management	30
	Higher Diploma in Tourism and Airline Studies	30
	Higher Diploma in Tourism and Hospitality Studies	25
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35
Tung Wah College	Higher Diploma in Health Science	50
	Higher Diploma in Nursing	80
Total		2 276

Note 1: The programme will be operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology from the 2025/26 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB033

(Question Serial No. 0182)

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 continuation of implementing the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” to benefit more eligible kindergartens (KGs) and to deepen professional exchanges and collaboration between the Mainland and Hong Kong KGs, please advise this Committee of the following –

- (1) the details of the relevant work as well as the expenditure and manpower involved in the previous year;
- (2) whether evaluation has been made on the effectiveness of the relevant work; if yes, of the details; if no, of the reasons; and
- (3) the future plans to encourage more KGs to participate in the Exchange Programme.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 23)

Reply:

(1) to (3)

To strengthen the connection between the Mainland and Hong Kong kindergartens (KGs) in early childhood education, the Education Bureau (EDB) has launched the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) since the 2023/24 school year, with a focus on fostering teachers’ professional exchanges and collaboration, as well as enhancing the friendship between the two places. EDB and the Department of Education of Guangdong Province invited 50 KGs joining the Kindergarten Education Scheme and 50 KGs from different cities in the Guangdong Province to participate in the Exchange Programme and form learning circles in the first year. The first-year Signing Ceremony-cum-Annual Exchange Activity was held in Hong Kong in mid-2024. Moreover, representatives from Hong Kong KGs participating in the Exchange Programme were arranged to visit Mainland KGs and learn from them in October 2024, with the aim of continuously learning among KGs in the two places. Feedback from participating KGs on the Exchange Programme was positive. EDB will continue to take forward the Exchange

Programme in the 2024/25 school year, increasing the number of beneficiary Hong Kong KGs to 100, with a view to deepening professional exchanges and collaboration among KG teachers of the two places, and enhancing the quality of KG education. 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

EDB034

(Question Serial No. 0183)

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) Regarding the efforts to step up promotion of the “Study in Hong Kong” brand to attract more outstanding non-local students, please provide details including specific strategies and initiatives, implementation timetables, as well as the required manpower and expenditure.
- (2) Please provide information on the number of applicants and awardees of the Hong Kong PhD Fellowship Scheme (HKPFS) over the past 3 years, as well as the countries of origin and areas of studies of the awardees. With the quota of HKPFS increasing to 400 places per year, what initiatives are in place to promote the scheme and attract more applicants?

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 24)

Reply:

- (1)
Hong Kong boasts sound education infrastructure, and our overall competitiveness in education ranks top 5 in the world, with 5 of the University Grants Committee (UGC)-funded universities ranked among the world's top 100 universities, pooling together outstanding research talents, and thus making Hong Kong an international hub for exchange and collaboration among high-calibre talents. To develop Hong Kong into an international post-secondary education hub, we adopt the strategy of establishing strategic partnerships with academic institutions around the world by capitalising on our distinctive advantages of enjoying strong support of the Motherland and close connections to the world. Moreover, we attract more quality non-local students to study in our city by promoting the “Study in Hong Kong” brand, thereby fostering the internationalised and diversified development of our post-secondary education as well as supporting the expansion and quality enhancement of institutions. We also attract more overseas students, especially those from the Association of South East Asian Nations and other Belt and Road (B&R) countries, to study in our city through the provision of scholarships and other incentives.

To support universities' efforts to further promote the higher education of Hong Kong to the world, UGC has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), which comprises the 8 UGC-funded universities, to participate in and organise various overseas activities. Such activities include jointly setting up a Hong Kong Pavilion in international expositions such as the annual conference and exhibition of NAFSA: Association of International Educators (NAFSA), the annual conference of the European Association for International Education (EAIE) and the annual conference of the Asia-Pacific Association for International Education (APAIE) to strengthen connections with the higher education sectors of various places and promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners, and visiting different places to recruit overseas students.

It has been planned that Hong Kong will participate in the following activities in 2025 –

- (a) the annual conference and exhibition of APAIE in Delhi, India in March 2025;
- (b) the annual conference and exhibition of NAFSA in San Diego, the United States in May 2025; and
- (c) the annual conference of the EAIE in Gothenburg, Sweden in September 2025.

Moreover, Hong Kong has just succeeded in its bid to host the APAIE 2026 Conference and Exhibition. Being one of the premier events for the global higher education community, APAIE Conference and Exhibition brings together leaders and representatives of the higher education sector from all over the world. With the successful bid to host APAIE, we can promote the "Study in Hong Kong" brand and showcase the city's remarkable achievements in higher education to the world, thereby elevating the international status of local universities. We may also take this opportunity to further deepen collaboration and exchanges among our post-secondary institutions with those around the world, thus expediting Hong Kong's development into an international hub for post-secondary education.

Furthermore, UGC-funded universities will continue to organise joint recruitment roadshows and join overseas education expos in an effort to recruit more students from around the world to study in Hong Kong. In the 2024/25 academic year, these universities have planned to organise nearly 200 overseas recruitment activities, many of which are targeted at B&R countries.

UGC has also set aside around \$10 million to support HUCOMSCI in launching a new project to promote Hong Kong's higher education to countries along B&R, which includes the formulation of publicity and promotion strategies as well as the production of publicity materials and videos, etc. HUCOMSCI has commenced the project as well as commissioned consultants to formulate promotion strategy and conduct market surveys.

In addition, starting from the 2024/25 academic year, the enrolment ceiling of non-local students in publicly-funded post-secondary institutions (applicable to taught programmes) has been doubled from 20% to 40% of local student places. The institutions may, having regard to their own conditions, progressively attract more students from abroad, B&R countries in particular, as well as from the Mainland, to study in Hong Kong. In the 2024/25 academic year, the number of non-local students enrolling in UGC-funded programmes has reached 26 600 (representing an increase of 15% as compared to about 23 100 in the 2023/24

academic year). Among them, around 17 200 students from more than 100 countries/regions currently enrol in over 200 UGC-funded undergraduate programmes. The Government is pleased to see that the funded universities have made use of the relaxed enrolment ceilings to successfully recruit more non-local students to pursue their studies in Hong Kong.

The manpower expenditure involved in the promotion of the “Study in Hong Kong” brand is subsumed under the recurrent expenditures of the Education Bureau and UGC, and a breakdown is therefore not available.

(2)

The numbers of applicants and awardees of the Hong Kong PhD Fellowship Scheme (HKPFS) by place of origin and broad academic programme category in the 2022/23 to 2024/25 academic years are set out at **Annex**.

The HKPFS has been well-received since its launch by UGC in 2009. Every year, UGC promotes HKPFS amongst the 8 UGC-funded universities and, other self-financing universities admitting PhD students as well as renowned institutions outside Hong Kong. Information is also provided to students outside Hong Kong through the overseas Economic and Trade Offices of HKSAR Government, and Consulates/Representative Offices in Hong Kong. Information on the application of HKPFS has also been uploaded onto the webpages of UGC and its funded universities to attract outstanding talents across the world to pursue PhD studies in Hong Kong.

**Hong Kong PhD Fellowship Scheme (HKPFS) applicants and awardees
in the 2022/23 to 2024/25 academic years**

Academic year	No. of applicants	No. of awardees
2022/23	7 178	300
2023/24	6 772	300
2024/25	8 497	350

**The numbers of HKPFS awardees
in the 2022/23 to 2024/25 academic years by place of origin**

Region	2022/23 academic year	2023/24 academic year	2024/25 academic year
China			
Mainland	164	185	231
Hong Kong	37	41	40
Macao	3	-	1
Taiwan	2	2	2
Armenia	-	-	1
Australia	1	1	1
Bangladesh	6	4	-
Bosnia and Herzegovina	1	-	-
Brazil	1	1	1
Brunei	1	-	-
Canada	1	1	4
Chile	1	-	-
Colombia	-	1	-
Ecuador	-	1	-
Egypt	2	3	-
Ethiopia	4	7	6
Finland	-	1	-
France	4	1	1
Germany	3	1	2
Ghana	4	4	7
Greece	-	1	2
India	4	2	4
Indonesia	4	4	3
Iran	-	1	1
Ireland	-	-	1
Israel	-	1	-
Italy	3	2	2
Japan	3	-	1
Kazakhstan	2	-	1
Kenya	1	-	-
Kosovo	1	-	-

Region	2022/23 academic year	2023/24 academic year	2024/25 academic year
Kyrgyzstan	1	1	-
Lithuania	1	1	-
Malaysia	6	4	2
Maldives	-	1	-
Mexico	1	4	2
Myanmar	-	-	2
Nepal	-	-	1
Netherlands	-	-	1
New Zealand	-	-	1
Nigeria	2	-	1
Pakistan	-	2	3
Palestine	1	-	1
Philippines	2	4	2
Portugal	2	-	1
Serbia	1	2	-
Russia	3	5	1
Seychelles	-	1	-
Singapore	1	-	1
South Africa	1	-	-
South Korea	5	1	5
Spain	1	-	1
Sri Lanka	1	-	1
Sweden	-	1	1
Switzerland	-	1	-
Tajikistan	-	1	-
Thailand	2	-	1
Türkiye	-	1	-
Turkmenistan	1	-	-
United Kingdom	6	1	5
United States	6	2	2
Vietnam	3	2	3
Total	300	300	350

**The numbers of HKPFS awardees
in the 2022/23 to 2024/25 academic years
by broad academic programme category**

Broad academic programme category	2022/23 academic year	2023/24 academic year	2024/25 academic year
Medicine, Dentistry and Health	24	31	35
Sciences	89	87	108
Engineering and Technology	92	80	81
Business and Management	19	24	22
Social Sciences	37	32	47
Arts and Humanities	31	32	43
Education	8	7	11
Others ^{Note}	-	7	3
Total	300	300	350

Note: Including interdisciplinary programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB035

(Question Serial No. 0415)

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 Diploma of Vocational Education (Senior Secondary Curriculum) programme implemented by the Vocational Training Council to promote vocational and professional education and training (VPET) in secondary schools, please advise this Committee of the following –

- (1) the subject areas covered in the programme, the numbers of participating secondary schools and students in the 2023/24 and 2024/25 academic years;
- (2) the specific work on promoting VPET in secondary schools, the measures to encourage more students to participate, the implementation timetable for the relevant work, and the manpower and expenditures required; and
- (3) whether the effectiveness of the relevant work has been evaluated; if yes, of the result; if no, of the reasons.

Asked by: Hon CHEUNG Yu-yan, Tommy (LegCo internal reference no.: 32)

Reply:

(1)

In the 2023/24 academic year, the Vocational Training Council (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. Under the pilot project, VTC has offered courses covering 2 subject areas, namely “Hospitality” and “Information Technology”, for the 2023/24 and 2024/25 academic years. The number of participating secondary schools and students are as follows –

	No. of participating secondary schools	No. of participating students
2023/24 academic year	3	51
2024/25 academic year	9	152

The Government will maintain close liaison with VTC in reviewing the effectiveness of the pilot project and considering its long-term operation and arrangements.

(2) and (3)

VTC has all along been committed to promoting VPET in secondary schools. Through various promotional activities, VTC interacts with schools, students and parents to enhance the public's understanding and perception towards VPET, and introduce to them diversified articulation pathways. To further promote VPET in secondary schools, VTC will extend the scope of VPET promotion to more secondary schools and reach out to junior secondary students, while deepening collaboration with the industries to provide industry-specific activities for secondary schools and enhance students' understanding of the industries.

With the support of the Education Bureau and the industries, VTC has earlier launched thematic activities under the campaign “專+導航”. A variety of activities such as visits, competitions, seminars and workshops have been organised in collaboration with the industries, attracting the participation of secondary school teachers, students and their parents. In the 2023/24 academic year, VTC has organised over 45 events, engaging about 12 000 stakeholders, with 42% of them being junior secondary students. Furthermore, VTC has enriched its life planning information website with VPET articulation pathways and industry information, as well as setting up a dedicated section on “專+導航” to facilitate access of relevant information for the secondary school community. Meanwhile, career exploration activities have been organised for over 60 teachers, covering topics such as internet security, electric vehicles and smart sports, thereby providing further support for teachers in conducting life planning education.

To promote VPET more proactively, VTC has launched an electric promotion vehicle “Future Mission – Career Exploration”. It tours around secondary school campuses and offers information in relation to various industries through interactive games and experiential activities, allowing students to explore their careers and understand the diversified articulation pathways with multiple entry and exit points provided by VPET. Since its launch in March 2024, the promotion vehicle has attracted over 9 000 visitors in 38 activities held. VTC will continue to review the promotion strategies for VPET, and collect feedback from participants after various activities with a view to optimising future promotional work.

- End -

CONTROLLING OFFICER'S REPLY

EDB036

(Question Serial No. 0844)

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 the development of the education industry, one of the Government's measures is to step up worldwide promotion of the "Study in Hong Kong" brand to attract more outstanding non-local students. In this connection –

- (1) How many non-local students were admitted and are expected to be admitted by various University Grants Committee-funded universities in each of the past 3 years and in the coming year respectively, by country or region of origin of these students?
- (2) Has the Government reviewed the effectiveness of various measures implemented to attract non-local students to study in Hong Kong? If yes, how is the result and what are the enhancement measures to be implemented in the coming year? What are the details of these measures and the implementation timetable?
- (3) How will the Government measure the overall performance and effectiveness of the "Study in Hong Kong" brand? What are the specific criteria set for the measurement?

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

Reply:

(1)

The non-local student enrolment figures of University Grants Committee (UGC)-funded programmes by university and place of origin from the 2022/23 to 2024/25 academic years are set out at Annex.

(2) and (3)

The 2023 Policy Address has set out clearly the strategic directions and objectives for enhancing the quality of education in Hong Kong, with a view to developing Hong Kong into an international education hub and a cradle of future talents. To press ahead with the relevant work, the Government is taking forward a series of specific policy initiatives, such as raising the enrolment ceiling of non-local students for publicly-funded post-secondary institutions, increasing the annual quota of the Belt and Road (B&R) Scholarship, and

gradually expanding the quota of the Hong Kong PhD Fellowship Scheme. The 2024 Policy Address further announced that the Government would strive to create the “Study in Hong Kong” brand and attract more overseas students, especially those from the Association of Southeast Asian Nations and other B&R countries, to study in our city, thereby nurturing more talents.

To support universities’ efforts to further promote the higher education of Hong Kong to the world, UGC has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee’s Standing Committee on Internationalisation (HUCOMSCI), which comprises the 8 UGC-funded universities, to participate in and organise various overseas activities. Such activities include jointly setting up a Hong Kong Pavilion in international expositions such as the annual conference and exhibition of NAFSA: Association of International Educators (NAFSA), the annual conference of the European Association for International Education (EAIE) and the annual conference of the Asia-Pacific Association for International Education (APAIE) to strengthen connections with the higher education sectors of various places and promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners; and visiting different places to recruit overseas students.

It has been planned that Hong Kong will participate in the following activities in 2025 –

- (a) the annual conference and exhibition of APAIE in Delhi, India in March 2025;
- (b) the annual conference and exhibition of NAFSA in San Diego, the United States in May 2025; and
- (c) the annual conference of EAIE in Gothenburg, Sweden in September 2025.

Moreover, Hong Kong has just succeeded in its bid to host the APAIE 2026 Conference and Exhibition. Being one of the premier events for the global higher education community, APAIE Conference and Exhibition brings together leaders and representatives of the higher education sector from all over the world. With the successful bid to host APAIE, we can promote the “Study in Hong Kong” brand and showcase the city’s remarkable achievements in higher education to the world, thereby elevating the international status of local universities. We may also take this opportunity to further deepen collaboration and exchanges among our post-secondary institutions with those around the world, thus expediting Hong Kong’s development into an international hub for post-secondary education.

Furthermore, UGC-funded universities will continue to organise joint recruitment roadshows and join overseas education expos in an effort to recruit more students from around the world to study in Hong Kong. In the 2024/25 academic year, these universities have planned to organise nearly 200 overseas recruitment activities, many of which are targeted at B&R countries.

UGC has also set aside around \$10 million to support HUCOMSCI in launching a new project to promote Hong Kong’s higher education to countries along B&R, which includes the formulation of publicity and promotion strategies as well as the production of publicity materials and videos, etc. HUCOMSCI has commenced the project as well as commissioned consultants to formulate promotion strategy and conduct market surveys.

In addition, starting from the 2024/25 academic year, the enrolment ceiling of non-local students in publicly-funded post-secondary institutions (applicable to taught programmes) has

been doubled from 20% to 40% of local student places. The institutions may, having regard to their own conditions, progressively attract more students from abroad, B&R countries in particular, as well as from the Mainland, to study in Hong Kong. In the 2024/25 academic year, the number of non-local students enrolling in UGC-funded programmes has reached 26 600 (representing an increase of 15% as compared to about 23 100 in the 2023/24 academic year). Among them, around 17 200 students from more than 100 countries/regions currently enrol in over 200 UGC-funded undergraduate programmes. The Government is pleased to see that the funded universities have made use of the relaxed enrolment ceilings to successfully recruit more non-local students to pursue their studies in Hong Kong. We will also continue to keep track of the progress of our city's development into an international hub for post-secondary education by using data of various aspects.

**Non-local student enrolment of University Grants Committee (UGC)-funded
programmes by university and place of origin
from the 2022/23 to 2024/25 academic years**

(Headcount)

University	Place of origin	2022/23 academic year	2023/24 academic year	2024/25 academic year (Provisional figures)
City University of Hong Kong	Mainland China	1 895	1 975	2 161
	Other parts of Asia	787	726	765
	North America	13	13	12
	Central and South America	8	11	9
	Europe	70	72	69
	Oceania	3	7	5
	Africa	32	28	24
Sub-total		2 807	2 831	3 043
Hong Kong Baptist University	Mainland China	877	926	1 292
	Other parts of Asia	178	186	204
	North America	7	6	7
	Central and South America	10	10	10
	Europe	38	50	46
	Oceania	1	-	-
	Africa	26	24	18
Sub-total		1 137	1 202	1 577
Lingnan University	Mainland China	393	416	551
	Other parts of Asia	54	61	62
	North America	2	2	2
	Central and South America	-	3	4
	Europe	9	8	7
	Africa	10	8	9
Sub-total		468	498	635
The Chinese University of Hong Kong	Mainland China	3 250	3 475	3 872
	Other parts of Asia	787	729	728
	North America	21	23	22
	Central and South America	6	5	6
	Europe	52	50	46
	Oceania	5	6	6
	Africa	33	20	21
Sub-total		4 154	4 308	4 701
The Education University of Hong Kong	Mainland China	473	516	700
	Other parts of Asia	74	69	64
	North America	1	1	1
	Central and South America	-	2	2
	Europe	2	3	2
	Oceania	-	-	1
	Africa	4	4	3
Sub-total		554	595	773

University	Place of origin	2022/23 academic year	2023/24 academic year	2024/25 academic year (Provisional figures)
The Hong Kong Polytechnic University	Mainland China	2 936	3 549	4 624
	Other parts of Asia	521	457	508
	North America	15	20	23
	Central and South America	10	11	15
	Europe	17	31	36
	Oceania	2	2	5
	Africa	40	46	47
Sub-total		3 541	4 116	5 258
The Hong Kong University of Science and Technology	Mainland China	1 897	2 047	2 330
	Other parts of Asia	998	1 052	1 115
	North America	24	22	27
	Central and South America	21	21	24
	Europe	74	74	78
	Oceania	10	8	9
	Africa	20	23	27
Sub-total		3 043	3 247	3 610
The University of Hong Kong	Mainland China	4 512	4 960	5 562
	Other parts of Asia	1 287	1 131	1 197
	North America	41	40	50
	Central and South America	10	14	21
	Europe	114	101	133
	Oceania	9	16	23
	Africa	36	40	50
Sub-total		6 010	6 302	7 034
All universities	Mainland China	16 233	17 864	21 091
	Other parts of Asia	4 685	4 411	4 643
	North America	124	127	143
	Central and South America	65	77	91
	Europe	375	389	416
	Oceania	30	39	48
	Africa	201	193	198
Total		21 712	23 098	26 631

Note:

1. The number of students of UGC-funded research postgraduate (RPg) programmes refers to the students financed by UGC funds within the normal study period. If the RPg students are financed by universities 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.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. “-” denotes nil.

- End -

CONTROLLING OFFICER'S REPLY

EDB037

(Question Serial No. 1522)

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 initiative to “continue to implement measures to enhance Hong Kong’s development as an international hub for post-secondary education”, particularly the development of an online publicity platform, please advise this Committee of the following –

- (1) It is learned that the “Study in Hong Kong” website (<https://www.studyinhongkong.edu.hk/en/>) administered by the Education Bureau (EDB) has not been updated since 2020, with its homepage still displaying a video clip taken 7 years ago. The website also contains information on a policy introduced in 2007 (i.e. 18 years ago) on “developing Hong Kong’s status as a regional education hub”, and other obsolete policies (such as part-time work arrangements). What were the manpower (especially the manpower and the ranks of the staff responsible for administering the website) and administration expenditures allocated to promoting the “Study in Hong Kong” brand in the past 2 financial years? Why has the webpage not been updated for years?
- (2) Take the experience of Australia in developing into an international education hub as an example. “Study Australia”, a publicity agency under the Australian Trade and Investment Commission, provides information in 13 languages, such as Chinese, English, Spanish, Japanese, Hindi and Vietnamese on its website. In 2021, a one-minute clip was uploaded, clearly and concisely introducing the advantages of Australia’s post-secondary education, its urban vibrancy as well as development opportunities. Given that the online publicity platform serves as the first doorway to attract non-local students to pursue further studies in Hong Kong, will the Government update the website as soon as possible to tie in with the latest policy initiatives on developing Hong Kong into an international hub for post-secondary education? If yes, what are the manpower and administration expenditures involved? If no, what are the reasons?

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

Reply:

(1) and (2)

To further develop Hong Kong into an international hub for post-secondary education, the 2024 Policy Address announced that the Government will endeavour to build the “Study in Hong Kong” brand by striving to host international education conferences and exhibitions, bringing together higher education leaders and representatives from around the world, and fostering collaboration and exchanges between local post-secondary institutions and their global counterparts. These efforts underline Hong Kong’s status as an international hub for post-secondary education and drive co-operation across institutions to promote the “Study in Hong Kong” brand on a global scale, thus attracting more non-local students.

The “Study in Hong Kong” website currently offers content in 7 languages besides Chinese and English. We will update the website in a timely manner to provide more non-local students with the latest information including policy initiatives related to studying in Hong Kong. In addition, in 2023 and 2024, we produced and published a pamphlet titled “Hong Kong’s Education at a Glance” along with a series of videos under the theme “Education Hub and Cradle of Talent”. These materials, aimed at promoting Hong Kong as an international hub for post-secondary education and as a cradle for nurturing future talents, are used by the Education Bureau (EDB) during meetings with institutions, educational organisations or relevant stakeholders from other countries/regions. They are also distributed through our Economic and Trade Offices overseas. Meanwhile, the University Grants Committee also attract international students by promoting “Study in Hong Kong” and highlighting our advantages in teaching quality through overseas media, websites and pamphlets. Furthermore, the Heads of Universities Committee’s Standing Committee on Internationalisation has produced promotional videos and publications for promotional activities during overseas recruitment tours and international exhibitions. The number of scholarship places per annum of the Belt and Road (B&R) Scholarship has increased from 100 to 150 starting from the 2024/25 academic year. To support its promotion, we are currently preparing a promotional leaflet for the B&R Scholarship to attract more students from countries and regions along B&R to study in Hong Kong, thereby supporting the B&R initiative and nurturing more talents.

The manpower and expenditure involved in implementing the “Study in Hong Kong” brand are subsumed under the establishment and general departmental expenses of EDB.

- End -

CONTROLLING OFFICER'S REPLY

EDB038

(Question Serial No. 1523)

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:

From the 2024/25 academic year, the quota for the Belt and Road (B&R) Scholarship places has been increased by 50% to 150. In this connection, please advise this Committee of the following –

- (1) Please list out the number of awardees and the total amount of scholarships awarded in 2024-25, with a breakdown by participating institution, awardee's place of origin, type of study programme (undergraduate and research postgraduate programmes) and discipline.
- (2) What measures has the Government put in place to attract outstanding students from outside Hong Kong to come to our city and pursue programmes relevant to the “eight centres” (such as innovation and technology as well as culture and art), encourage them to work here, and serve the purposes of easing foreseeable manpower shortage in Hong Kong and supporting the development of emerging industries, thereby deriving longer-lasting benefits from the scholarship initiative?
- (3) Will the Government better harness the soft power of the scholarship initiative by motivating students from B&R economies to pursue further studies in Hong Kong through the scholarship and encouraging the 8 publicly-funded universities to enhance these students' learning experiences, promote cultural integration, “tell good stories of Hong Kong, China” and elicit the students' assistance in relaying the relevant messages to their places of origin, so that the governments and businesspersons in those areas will have a heightened impression of and stronger goodwill towards our city and consequently be more willing to establish economic and trade co-operation with Hong Kong, thereby promoting the high-quality development of the B&R Initiative? If yes, what are the details? If no, what are the reasons?

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

Reply:

(1)

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year.

In the 2024/25 academic year, 150 students have been awarded the B&R Scholarship totalling an estimated amount of \$53.3 million. Distribution of awardees by participating institution, awardee's place of origin, type of study programme enrolled and discipline is set out at **Annex.**

(2) and (3)

In formulating the policy directions for education, the Government will build on the strategic positioning and manpower demand of the “eight centres” to further develop Hong Kong into an international hub for post-secondary education, build and promote the “Study in Hong Kong” brand, and provide talent support for the “eight centres” as well as technologies and innovations.

Promotion plans/appeal enhancement

In addition to increasing the B&R Scholarship places per annum substantially from 100 to 150 with effect from the 2024/25 academic year, the Government is also taking the following measures to attract more outstanding students from outside Hong Kong to study in our city –

(i) Enhancement of publicity

Hong Kong has sound education infrastructure and is among the global top 5 on the relevant ranking of competitiveness. Our post-secondary education sector is highly internationalised and diversified, with 5 universities ranked among the world's top 100. The Government is establishing the “Study in Hong Kong” brand in collaboration with local post-secondary institutions by, among others, striving to host international education conferences and exhibitions, encouraging the local post-secondary institutions to enhance collaboration and exchange with their counterparts around the world in promoting the “Study in Hong Kong” brand on a global scale, and attracting more overseas students, especially those from the Association of Southeast Asian Nations and other B&R countries, to study in our city through the provision of scholarships and other incentives. The University Grants Committee (UGC) has been providing funding for universities to bolster their efforts on enhancing internationalisation and strengthening engagement with Mainland China. UGC has provided a funding of \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities and has set aside around \$10 million to support HUCOMSCI in launching a brand new project to promote Hong Kong's higher education to countries along B&R, which includes the formulation of publicity and promotion strategies as well as the production of publicity materials and videos, etc. HUCOMSCI has commenced the work and commissioned consultants to formulate the publicity and promotion strategy and conduct a market survey. In addition, the Government's overseas Hong Kong Economic and Trade Offices and relevant organisations from Hong Kong participate in publicity from time to time.

(ii) Enhancement of educational collaboration

The Education Bureau (EDB) has signed 10 memoranda with countries along B&R to date to strengthen educational ties and exchanges with these countries, while promoting the B&R Scholarship actively.

(iii) Complementary policies and support

The Government encourages and supports post-secondary institutions' efforts to enhance campus facilities and provide social and personal support to facilitate student integration, thereby enabling non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong; as well as the provision of information and support related to further studies and employment by these institutions, which offers non-local students a stronger incentive to stay in Hong Kong for development upon graduation.

Encouraging non-local graduates' development in Hong Kong

The Government and institutions have implemented the following measures to encourage non-local students, including the B&R Scholarship awardees, to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from 12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Exchange network

EDB has organised 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. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The B&R Scholarship awardees' pursuit of further studies in Hong Kong is highly beneficial to enhancing the city's internationalisation and campus diversification, and fostering Hong Kong's development into an international hub for post-secondary education. These awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

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

Number of the Belt and Road Scholarship awardees in the 2024/25 academic year**(i) Distribution of awardees by participating institution**

Participating institution	No. of awardees
City University of Hong Kong	16
Hong Kong Baptist University	17
Lingnan University	10
The Chinese University of Hong Kong	25
The Education University of Hong Kong	2
The Hong Kong Polytechnic University	22
The Hong Kong University of Science and Technology	26
The University of Hong Kong	32
Total	150

(ii) Distribution of awardees by place of origin

Place of origin (in alphabetical order)	No. of awardees
1. Azerbaijan	3
2. Bangladesh	7
3. Cameroon	1
4. Cyprus	1
5. Dominican Republic	1
6. Egypt	1
7. Ethiopia	7
8. Ghana	5
9. Indonesia	10
10. Iran	1
11. Jordan	1
12. Kazakhstan	10
13. Kenya	1
14. Kyrgyzstan	2
15. Malaysia	11
16. Mongolia	5
17. Morocco	1
18. Myanmar	11
19. Nepal	4
20. Nigeria	2
21. Pakistan	22
22. Philippines	6
23. Poland	3
24. Russia	4
25. Serbia	1
26. Singapore	1

Place of origin (in alphabetical order)	No. of awardees
27. Tajikistan	1
28. Thailand	10
29. Türkiye	3
30. Uzbekistan	1
31. Vietnam	13
Total	150

(iii) Distribution of awardees by programme type

Programme type	No. of awardees
Undergraduate programme	125
Research postgraduate programme	25
Total	150

(iv) Distribution of awardees by discipline

Discipline	No. of awardees
Architecture	1
Arts	3
Design and Performing Arts	6
Business Administration	30
Journalism and Communication	2
Computer and Information Technology	14
Education	2
Engineering and Technology	36
Law	3
Medicine and Health	2
Sciences	35
Social Sciences	16
Total	150

- End -

CONTROLLING OFFICER'S REPLY

EDB039

(Question Serial No. 1524)

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 advise this Committee of –

- (1) the designated programmes, the numbers of subsidised places (and their respective percentage in the number of related programme places offered by the institution), the actual intakes (and their respective percentage in the total number of students in related programmes offered by the institution), and the annual subsidy amounts under SSSDP in the 2024/25 academic year, with a breakdown by institution, study level (degree or sub-degree) and academic programme category;
- (2) the preliminary plan on the designated programmes, the numbers of subsidised places (and their respective percentage in the number of related programme places offered by the institution), and the subsidy amounts under SSSDP in the 2025/26 academic year, with a breakdown by institution, study level (degree or sub-degree) and academic programme category; and
- (3) the expenditures (or estimated expenditures) incurred by SSSDP in the 2024/25 and 2025/26 academic years?

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

Reply:

(1), (2) and (3)

Information on the designated programmes, numbers of subsidised places, actual intakes (if applicable) and annual subsidy amounts under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted in the 2024/25 and 2025/26 academic years is set out at **Annex 1** (undergraduate programmes) and **Annex 2** (sub-degree programmes). The revised estimates for the 2024/25 academic year and the estimates for the 2025/26 academic year for SSSDP are approximately \$1.105 billion and \$1.291 billion respectively.

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

Institution	Discipline	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	First-year-first-degree (FYFD)	20	13	45,810
			Top-up degree (TUD)	45	2	
Hong Kong Metropolitan University	Architecture and Engineering	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13	79,770
			TUD	30	14	
		Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	44	79,770
		Bachelor of Engineering with Honours in Civil Engineering / Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	25	30	
		Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	17	45,810
	Computer Science	Bachelor of Science with Honours in Computer Science	FYFD	45	60	45,810
			TUD	80	65	
		Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	43	45,810
			TUD	30	22	
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	41	45,810
			TUD	55	41	
		Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	45	22	45,810
			TUD	15	12	
		Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	80	79,770
			TUD	30	30	
		Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	35	35	79,770
			TUD	30	19	
	Financial Technology	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	30	25	45,810

Institution	Discipline	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
		Bachelor of Business Administration with Honours in Finance and Financial Technology / Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	7	
	Health Care	Bachelor of Nursing with Honours in General Health Care	FYFD	400	418	79,770
		Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	135	79,770
		Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	63	79,770
		Bachelor of Science with Honours in Physiotherapy	FYFD	50	55	79,770
	Logistics	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	30	21	45,810
			TUD	17	12	
	Sports and Recreation	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 1)	FYFD	40	49	50,810
		Bachelor of Business Administration with Honours in Sports and Recreation Management / Bachelor of Sports and Recreation Management with Honours (Note 1)	TUD	114	125	
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 2)	FYFD	55	69	87,770
			TUD	15	5	
		Bachelor of Science with Honours in Analytical Testing Science	FYFD	30	30	79,770
		Bachelor of Science with Honours in Analytical Testing Science / Bachelor of Science with Honours in Testing Science and Certification	TUD	30	9	
		Bachelor of Science with Honours in Food Testing Science	FYFD	30	45	79,770
			TUD	50	35	

Institution	Discipline	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Tourism and Hospitality	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	50	37	45,810
		Bachelor of Business Administration with Honours in International Hospitality and Attractions Management / Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	51	
Hong Kong Shue Yan University	Financial Technology	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	14	45,810
			TUD	19	2	
Saint Francis University (Note 3)	Computer Science	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	13	45,810
			TUD	10	7	
		Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	25	45,810
			TUD	10	5	
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	17	45,810
			TUD	10	4	
	Health Care	Bachelor of Nursing (Honours) (Note 2)	FYFD	640	640	87,770
		Bachelor of Science (Honours) in Physiotherapy	FYFD	60	63	79,770
	Tourism and Hospitality	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (Note 1)	FYFD	15	26	50,810
			TUD	9	4	
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Science (Honours) in Applied Computing	FYFD	60	47	45,810
			TUD	30	24	
	Creative Industries	Bachelor of Arts (Honours) in Art and Design	FYFD	40	40	79,770
			TUD	10	9	
	Financial Technology	Bachelor of Management Science and Information Management (Honours)	FYFD	65	45	45,810
			TUD	25	8	
		Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	43	45,810
			TUD	30	16	
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	27	45,810
			TUD	15	3	
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	106	45,810
			TUD	60	58	

Institution	Discipline	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Tung Wah College	Health Care	Bachelor of Health Information and Services Management (Honours) (Note 1)	FYFD	25	18	50,810
			TUD	15	10	
		Bachelor of Health Science (Honours) in Nursing	FYFD	400	404	79,770
			TUD	130	130	
		Bachelor of Science (Honours) in Applied Gerontology (Note 2)	FYFD	40	12	50,810
			TUD	40	42	
		Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	45	79,770
		Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	68	79,770
		Bachelor of Science (Honours) in Physiotherapy	FYFD	60	59	79,770
UOW College Hong Kong	Logistics	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	19	45,810
			TUD	10	8	
		Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	3	45,810
			TUD	10	3	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	10	45,810
			TUD	23	13	
		Bachelor of Engineering (Honours) in Building Services Engineering (Note 1)	FYFD	10	7	87,770
			TUD	120	100	
		Bachelor of Engineering (Honours) in Civil Engineering	FYFD	25	13	79,770
			TUD	90	104	
		Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 2)	FYFD	15	8	50,810
			TUD	27	15	
		Bachelor of Science (Honours) in Surveying	FYFD	15	11	45,810
			TUD	25	14	
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	FYFD	25	17	79,770
			TUD	24	16	
		Bachelor of Arts (Honours) in Product Design	FYFD	15	5	79,770
			TUD	15	10	
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	25	24	45,810
			TUD	110	92	

Institution	Discipline	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	15	7	45,810
			TUD	15	13	
Total				4 825	4 365	

Note : SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

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

Note 2 : The programme was selected for the first round of EDB's Pilot Project on the Development of Applied Degree Programmes.

Note 3 : Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated undergraduate programmes, number of subsidised places and
annual subsidy amounts

Institution	Discipline	Programme	Programme type (Note)	No. of subsidised places	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Architecture and Engineering	Bachelor of Science (Honours) in Architecture	FYFD	20	46,780
			TUD	40	
Hong Kong Metropolitan University	Architecture and Engineering	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	20	81,450
			TUD	25	
		Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	45	81,450
			TUD	35	
		Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	46,780
			TUD	10	
	Computer Science	Bachelor of Science with Honours in Computer Science	FYFD	50	46,780
			TUD	75	
		Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	46,780
			TUD	30	
	Creative Industries	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	46,780
			TUD	55	
		Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	40	81,450
			TUD	25	
		Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	81,450
			TUD	30	
		Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	30	81,450
			TUD	30	
	Financial Technology	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	25	46,780
			TUD	10	
	Health Care	Bachelor of Nursing with Honours in General Health Care	FYFD	410	81,450
		Bachelor of Nursing with Honours in Mental Health Care	FYFD	130	81,450
		Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	81,450
		Bachelor of Science with Honours in Physiotherapy	FYFD	55	81,450
	Logistics	Bachelor of Business Administration with Honours in Aviation Services Management	FYFD	40	46,780
			TUD	25	
		Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	20	46,780
			TUD	17	

Institution	Discipline	Programme	Programme type (Note)	No. of subsidised places	Annual subsidy amount (HK\$)	
	Sports and Recreation	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) <i>(Applied Degree Programme)</i>	FYFD	50	51,880	
			TUD	115		
	Testing and Certification	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification <i>(Applied Degree Programme)</i>	FYFD	80	89,620	
			TUD	15		
		Bachelor of Science with Honours in Food Testing Science	FYFD	40	81,450	
			TUD	40		
	Tourism and Hospitality	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 4)	FYFD	40	46,780	
			TUD	52		
	Hong Kong Shue Yan University	Computer Science	Bachelor of Science with Honours in Applied Data Science	FYFD	30	46,780
				TUD	10	
Financial Technology		Bachelor of Commerce (Honours) in Financial Technology	FYFD	25	46,780	
			TUD	15		
Saint Francis University	Computer Science	Bachelor of Arts (Honours) in Translation Technology	FYFD	5	46,780	
			TUD	10		
		Bachelor of Science (Honours) in Artificial Intelligence	FYFD	25	46,780	
			TUD	10		
	Creative Industries	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	15	46,780	
			TUD	10		
	Health Care	Bachelor of Nursing (Honours) <i>(Applied Degree Programme)</i>	FYFD	640	89,620	
			Bachelor of Science (Honours) in Physiotherapy	FYFD		60
		Tourism and Hospitality	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management <i>(Applied Degree Programme)</i>	FYFD	25	51,880
				TUD	15	
The Hang Seng University of Hong Kong	Computer Science	Bachelor of Science (Honours) in Applied Computing	FYFD	55	46,780	
			TUD	25		
	Creative Industries	Bachelor of Arts (Honours) in Art and Design	FYFD	40	81,450	
			TUD	10		
	Financial Technology	Bachelor of Science (Honours) in Business Analytics and Information Management (Note 5)	FYFD	50	46,780	
			Bachelor of Management Science and Information Management (Honours)	TUD		25
		Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	60	46,780	
			TUD	30		
	Insurance	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	46,780	
			TUD	15		
	Logistics	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	46,780	
			TUD	60		

Institution	Discipline	Programme	Programme type (Note)	No. of subsidised places	Annual subsidy amount (HK\$)
Tung Wah College	Health Care	Bachelor of Health Information and Services Management (Honours) <i>(Applied Degree Programme)</i>	FYFD	25	51,880
			TUD	15	
		Bachelor of Health Science (Honours) in Nursing	FYFD	400	81,450
			TUD	130	
		Bachelor of Science (Honours) in Applied Gerontology <i>(Applied Degree Programme)</i>	FYFD	40	51,880
			TUD	40	
		Bachelor of Science (Honours) in Medical Imaging	FYFD	30	81,450
		Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	81,450
		Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	81,450
		Bachelor of Science (Honours) in Physiotherapy	FYFD	60	81,450
		Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	81,450
UOW College Hong Kong	Logistics	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	46,780
			TUD	20	
		Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	46,780
			TUD	10	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Architecture and Engineering	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	46,780
			TUD	20	
		Bachelor of Engineering (Honours) in Building Services Engineering <i>(Applied Degree Programme)</i>	FYFD	10	89,620
			TUD	150	
		Bachelor of Engineering (Honours) in Civil Engineering	FYFD	20	81,450
			TUD	90	
		Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management <i>(Applied Degree Programme)</i>	FYFD	15	51,880
			TUD	27	
		Bachelor of Science (Honours) in Surveying	FYFD	15	46,780
			TUD	20	
	Creative Industries	Bachelor of Arts (Honours) in Fashion Design	FYFD	20	81,450
			TUD	20	
		Bachelor of Arts (Honours) in Product Design	FYFD	10	81,450
			TUD	15	
	Sports and Recreation	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	20	46,780
			TUD	100	
		Bachelor of Social Sciences (Honours) in Sports Coaching	FYFD	10	46,780
			TUD	15	
	Tourism and Hospitality	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	10	46,780
			TUD	15	
Total				4 916	

- Note : SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.
- Note 1 : Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 3 Entry will be renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 3 Entry in the 2025/26 academic year.
- Note 2 : Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 3 Entry in the 2025/26 academic year.
- Note 3 : Bachelor of Sports and Recreation Management with Honours - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 3 Entry in the 2025/26 academic year.
- Note 4 : Bachelor of International Hospitality and Attractions Management with Honours - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 3 Entry in the 2025/26 academic year.
- Note 5 : Bachelor of Management Science and Information Management (Honours) - Year 1 Entry will be renamed as Bachelor of Science (Honours) in Business Analytics and Information Management - Year 1 Entry in the 2025/26 academic year.

**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,
actual intakes and annual subsidy amounts**

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	40	28	39,890
		Higher Diploma in Film and Media Production	30	28	39,890
	Health Care	Higher Diploma in Health Care	200	187	39,890
		Higher Diploma in Pharmaceutical Dispensing	130	118	39,890
	Tourism and Hospitality	Higher Diploma in Hospitality Management	25	18	22,910
HKCT Institute of Higher Education	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	60	38	22,910
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	25	13	39,890
		Higher Diploma in Food Science and Safety	45	21	39,890
		Higher Diploma in Health and Social Care	50	44	39,890
		Higher Diploma in Medical and Health Products Management	120	87	39,890
		Higher Diploma in Nutrition and Food Management	90	32	39,890
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	120	124	22,910
		Higher Diploma in Sport Coaching and Sport Performance	160	174	22,910
	Tourism and Hospitality	Higher Diploma in Hotel Management	85	65	22,910
		Higher Diploma in Tourism and Events Management	80	48	22,910
		Higher Diploma in Tourism and Hospitality Management	85	64	22,910
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	37	22,910
		Higher Diploma in Cybersecurity (Testing and Compliance)	35	11	22,910
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31	39,890
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	80	36	22,910

Institution	Discipline	Programme	No. of subsidised places	No. of actual intakes	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	30	39	39,890
	Creative Industries	Higher Diploma in Digital Fashion Creation	15	14	39,890
		Higher Diploma in Interior Design	30	31	39,890
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	55	55	39,890
		Higher Diploma in Health Care	400	451	39,890
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	23	22,910
		Higher Diploma in Tourism and Airline Studies	30	28	22,910
		Higher Diploma in Tourism and Hospitality Studies	25	29	22,910
Saint Francis University (Note)	Health Care	Higher Diploma in Enrolled Nursing (General)	35	35	39,890
Tung Wah College	Health Care	Higher Diploma in Health Science	50	48	39,890
		Higher Diploma in Nursing	80	86	39,890
YMCA College of Careers	Tourism and Hospitality	Higher Diploma in Hotel and Tourism Management	10	0	22,910
Total			2 330	2 043	

Note : Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated sub-degree programmes, number of subsidised places and
annual subsidy amounts

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Creative Industries	Higher Diploma in Design	35	40,730
		Higher Diploma in Film and Media Production	30	40,730
	Health Care	Higher Diploma in Health Care	200	40,730
		Higher Diploma in Pharmaceutical Dispensing	130	40,730
	Tourism and Hospitality	Higher Diploma in Hospitality Management	25	23,390
HKCT Institute of Higher Education	Computer Science	Higher Diploma in Cybersecurity (Testing and Compliance) (Note)	35	23,390
	Sports and Recreation	Higher Diploma in Fitness, Coaching and Sports Management	50	23,390
HKU SPACE Po Leung Kuk Stanley Ho Community College	Health Care	Higher Diploma in Food Health and Business Management	20	40,730
		Higher Diploma in Food Science and Safety	45	40,730
		Higher Diploma in Health and Social Care	50	40,730
		Higher Diploma in Medical and Health Products Management	110	40,730
		Higher Diploma in Nutrition and Food Management	60	40,730
	Sports and Recreation	Higher Diploma in Sport and Recreation Management	130	23,390
		Higher Diploma in Sport Coaching and Sport Performance	170	23,390
	Tourism and Hospitality	Higher Diploma in Hotel Management	80	23,390
		Higher Diploma in Tourism and Events Management	70	23,390
		Higher Diploma in Tourism and Hospitality Management	80	23,390
Hong Kong College of Technology	Computer Science	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	23,390
	Creative Industries	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	40,730
	Tourism and Hospitality	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	50	23,390
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and	Architecture and Engineering	Higher Diploma in Engineering (Civil Engineering)	40	40,730
	Creative Industries	Higher Diploma in Digital Fashion Creation	15	40,730
		Higher Diploma in Interior Design	40	40,730
	Health Care	Higher Diploma in Nursing Studies (Mental Health Care)	56	40,730
		Higher Diploma in Health Care	400	40,730

Institution	Discipline	Programme	No. of subsidised places	Annual subsidy amount (HK\$)
Continuing Education)	Testing and Certification	Higher Diploma in Health and Molecular Testing	25	40,730
	Tourism and Hospitality	Higher Diploma in Resort and Theme Park Management	30	23,390
		Higher Diploma in Tourism and Airline Studies	30	23,390
		Higher Diploma in Tourism and Hospitality Studies	25	23,390
Saint Francis University	Health Care	Higher Diploma in Enrolled Nursing (General)	35	40,730
Tung Wah College	Health Care	Higher Diploma in Health Science	50	40,730
		Higher Diploma in Nursing	80	40,730
Total			2 276	

Note : The programme will be operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology from the 2025/26 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB040

(Question Serial No. 1525)

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 “subsidies for eligible post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange programmes outside Hong Kong”, it is understood that the Education Bureau (EDB) currently oversees the Scheme for Subsidy on Exchange for Post-secondary Students, the Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested/Non-means-tested), and the Mainland Experience Scheme for Post-secondary Students. In this connection, please advise this Committee of the following –

- (1) What were the numbers of applicants and recipients, and the average amounts of subsidies granted for each of the subsidy schemes in the past 3 academic years?
- (2) A paper titled “Promotion of Youth Internship and Exchange outside Hong Kong” discussed at a meeting of the Legislative Council Panel on Home Affairs, Culture and Sports in 2023 mentioned that all subsidy schemes would be implemented and administered by the participating post-secondary institutions in accordance with the operational guides issued by EDB, and the funding would be disbursed by EDB to the institutions in each subsidised period while the details of the exchange activities would be arranged by the participating institutions. What was the total amount of funding disbursed to each of the 8 University Grants Committee-funded universities (8 universities) under each scheme in the previous triennium from 2022 to 2025, and what were the specific uses of the funding?
- (3) Given that various bureaux are implementing similar subsidy schemes and it is emphasised in the Budget that the use of Government financial resources should be optimised, will EDB discuss with other bureaux (such as the Home and Youth Affairs Bureau) the feasibility of consolidating the relevant schemes, and instruct the 8 universities to set up a mechanism whereby some financially needy students who have yet to go on any exchange outside Hong Kong during their post-secondary studies can have priority in receiving the subsidy, so as to ensure the proper and effective use of public funding and allow more students to have the opportunity to gain a thorough

understanding of national affairs? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 9)

Reply:

(1)

The numbers of recipients and the amounts of subsidies granted under various subsidy schemes for eligible post-secondary students studying in full-time locally-accredited undergraduate and sub-degree programmes to participate in exchange activities outside Hong Kong from the 2022/23 to 2024/25 academic years are as follows –

Scheme	Academic year	No. of subsidy recipients ⁽¹⁾	Amount of subsidies granted (\$ million) ⁽²⁾
Scheme for Subsidy on Exchange for Post-secondary Students	2022/23	700	16.4
	2023/24 ⁽³⁾	600	14.7
	2024/25 ⁽⁴⁾	1 000	58.8
Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested)	2022/23	100	2.0
	2023/24 ⁽³⁾	200	3.4
	2024/25 ⁽⁴⁾	400	19.2
Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Non-means-tested)	2022/23	500	3.1
	2023/24 ⁽³⁾	900	4.2
	2024/25 ⁽⁴⁾	1 400	19.0
Mainland Experience Scheme for Post-secondary Students	2022/23	300	2.0
	2023/24 ⁽³⁾	1 000	3.4
	2024/25 ⁽⁴⁾	1 500	14.4

Note:

- (1) Rounded down to the nearest hundred.
- (2) Manpower resources required for the provision of the above schemes are subsumed under the recurrent expenditure of the Education Bureau.
- (3) Actual figures revised from last year's estimates.
- (4) Provisional figures.

The above schemes are implemented and administered by the participating post-secondary institutions in accordance with the operational guides issued by the Education Bureau (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. EDB had not requested the participating institutions to provide numbers of applicants and the average amounts of subsidies granted under various subsidy schemes on an annual basis.

(2)

The total amounts of funding disbursed to each of the 8 University Grants Committee-funded universities under each subsidy scheme in the 2022/23 and 2023/24 academic years and the use of the funding are at **Annex**. The amounts of subsidies granted and the numbers of

recipients for the 2024/25 academic year are provisional figures. Participating institutions will provide the actual figures to EDB in end-2025.

(3)

The various subsidy schemes overseen by EDB and other policy bureaux differ in their policy objectives, target beneficiaries, and modes of funding and operation. EDB will continuously review the effectiveness of the schemes under its purview, and maintain liaison with other policy bureaux to explore ways to enhance the synergy among various schemes.

EDB offers both means-tested and non-means-tested subsidy schemes for exchange activities. Post-secondary institutions can best utilise the disbursed funding in accordance with the established mechanism to cater for the needs of students from various financial backgrounds. Some schemes also provide universities with the flexibility to leverage the funding in light of the specific circumstances of their institutions and students.

**Numbers of student beneficiaries and total amounts of funding disbursed
to the 8 University Grants Committee-funded universities
under various subsidy schemes on exchange for post-secondary students
in the 2022/23 and 2023/24 academic years**

(1) Scheme for Subsidy on Exchange for Post-secondary Students

Participating institution		2022/23 Academic year		2023/24 Academic year	
		No. of subsidy recipients	Total amount of funding disbursed (\$'000)	No. of subsidy recipients	Total amount of funding disbursed (\$'000)
1.	CityU	108	2,601	115	2,723
2.	HKBU	87	1,934	66	1,312
3.	LU	52	1,343	44	1,113
4.	CUHK	162	3,947	152	3,372
5.	EdUHK	24	506	15	380
6.	PolyU	67	1,562	73	1,839
7.	HKUST	46	1,067	55	1,276
8.	HKU	44	1,245	32	817

(2) Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Means-tested)

Participating institution		2022/23 Academic year		2023/24 Academic year	
		No. of subsidy recipients	Total amount of funding disbursed (\$'000)	No. of subsidy recipients	Total amount of funding disbursed (\$'000)
1.	CityU	14	225	17	323
2.	HKBU	3	55	10	137
3.	LU	14	165	40	518
4.	CUHK	36	755	48	827
5.	EdUHK	1	18	3	50
6.	PolyU	14	189	16	155
7.	HKUST	13	205	37	534
8.	HKU	11	151	2	42

(3) Scheme for Subsidy on Exchange to Belt and Road Regions for Post-secondary Students (Non-means-tested)

Participating institution	2022/23 Academic year		2023/24 Academic year	
	No. of subsidy recipients	Total amount of funding disbursed (\$'000)	No. of subsidy recipients	Total amount of funding disbursed (\$'000)
1. CityU	73	430	76	538
2. HKBU	16	91	27	139
3. LU	62	383	76	380
4. CUHK	156	840	219	1,194
5. EdUHK	4	18	7	34
6. PolyU	39	315	101	386
7. HKUST	79	426	118	598
8. HKU	32	166	16	117

(4) Mainland Experience Scheme for Post-secondary Students

Participating institution	2022/23 Academic year		2023/24 Academic year	
	No. of subsidy recipients	Total amount of funding disbursed (\$'000)	No. of subsidy recipients	Total amount of funding disbursed (\$'000)
1. CityU	19	125	47	307
2. HKBU	7	53	22	179
3. LU	30	145	56	164
4. CUHK	135	736	271	912
5. EdUHK	5	29	1	8
6. PolyU	25	183	75	288
7. HKUST	14	83	23	139
8. HKU	55	142	154	306

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

EDB041

(Question Serial No. 1529)

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:

Given the increase in estimated expenditure under this Programme by 3.8% and 0.3% compared to that of 2023-24 and 2024-25 respectively, will the Government advise this Committee of the following –

- (1) What are the specific uses and the breakdown of the increased estimated expenditure?
- (2) What are the numbers of school places and students, set out in the form of a table, in each type of aided special schools in the 2023/24 and 2024/25 school years?
- (3) What are the numbers and percentage shares of newly recruited teachers, and the numbers of drop-out teachers and wastage rates, set out in the form of a table, in each type of aided special schools in the 2023/24 and 2024/25 school years?
- (4) Currently, what are the specific measures and resources allocated to support special schools in procuring professional services (such as speech therapy)? Will the Government consider adopting a Public-Private Partnership (PPP) approach to initiate collaboration with non-governmental organisations to assist special schools in procuring the required services, following the practice of the Hospital Authority's clinical PPP initiatives to expand the choices for patients through collaboration with the private sector, with a view to reducing the additional administrative procedures and manpower expenditure arising from tendering exercises conducted by individual schools, thereby precisely directing educational resources to students? If yes, what are the details? If no, what are the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 13)

Reply:

(1)

The 2025-26 estimate is about \$140 million (3.8%) higher than the actual expenditure in 2023-24. This is mainly due to the increased salaries grant based on the 2024 pay

adjustment. Besides, the provision is \$11.0 million (0.3%) higher than the revised estimate for 2024-25. This is mainly due to increased provision for some existing grants to special schools largely as a result of the increase in the number of students.

(2)

The numbers of school places and students in each type of aided special schools in the 2023/24 and 2024/25 school years are tabulated as follows –

School type	2023/24		2024/25	
	No. of school places	No. of students ^(Note 1)	No. of school places	No. of students ^(Note 1)
Visual Impairment	212	124	212	126
Hearing Impairment	110	67	110	70
Physical Disability	1 000	862	990	838
Mild Intellectual Disability ^(Note 2)	3 585	3 513	3 630	3 572
Moderate Intellectual Disability ^(Note 2)	2 520	2 449	2 620	2 571
Severe Intellectual Disability ^(Note 2)	848	735	848	736
School for Social Development	1 176	633	1 176	686
Hospital School ^(Note 3)	352	364	352	352

Notes

- (1) Figures refer to the position as at mid-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.
- (3) Due to the high turnover of hospitalised children, there were also instances where the number of students admitted outnumbered the places in Hospital School.

(3)

The numbers of newly recruited teachers and their percentage shares in the respective total numbers of teachers, along with the numbers of drop-out teachers and wastage rates in aided special schools are tabulated as follows –

School year	No. of newly recruited teachers	Percentage shares in the total number of teachers (%)	No. of drop-out teachers	Wastage rate (%)
2023/24	235	11.4	198	9.8
2024/25	231	10.9	172	8.3

Notes

- (1) Figures refer to the position as at mid-September of the respective school years. Figures for the 2024/25 school year are provisional figures.
- (2) “Newly recruited teachers” of aided special schools refer to teachers who had not served in any aided special schools in the preceding school year but were serving in aided special schools in the school year concerned. They included those who had not been serving as teachers in aided special schools before (newly-joined teachers) and those re-joining the teaching profession after having left for more than one year (re-joined teachers).
- (3) “Drop-out teachers” of aided special schools 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.
- (4) “Wastage rate” refers to the number of “drop-out teachers” as a percentage of the total numbers of teachers concerned in the preceding school year.

(4)

Given that the majority of students of special schools are children with more severe or multiple disabilities, the Education Bureau provides special schools with an establishment of specialist staff, including occupational therapists, physiotherapists, speech therapists, nurses, educational psychologists and school social workers, with a view to providing relevant professional services to students having regard to school-based needs. The specialist staff employed by special schools are staff members of the school, they can provide schools with more stable, sustainable and comprehensive service. Currently, special schools may, having regard to their school-based circumstances, opt for freezing some of their vacant specialist posts in exchange for cash grant for recruiting or hiring related service. This arrangement serves as a temporary measure that enables schools to flexibly hire professional service in accordance with the school-based circumstances. Under the current service model, special schools will have greater flexibility in recruiting specialist staff or hiring related service to meet their genuine operational needs and continuously provide students with appropriate support services.

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CONTROLLING OFFICER'S REPLY

EDB042

(Question Serial No. 1530)

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 Matters Requiring Special Attention in 2025-26 that the Government will “provide the Life-wide Learning and Sister School Grant, as consolidated from existing grants to improve flexibility and utilisation, for public sector and Direct Subsidy Scheme primary and secondary schools starting from the 2025/26 school year.” Moreover, it is noted that the Education Bureau (EDB) has subsidised numerous Mainland exchange programmes. In this connection, will the Government advise this Committee of –

- (1) the total amount of grants disbursed by EDB in relation to the Life-wide Learning Grant and the Sister School Scheme in the past 3 school years;
- (2) the specific details of the implementation of various Mainland exchange subsidy programmes (including Mainland Exchange Programme for Junior Secondary and Upper Primary Students, Mainland Exchange Programme for Secondary School Students, Senior Secondary School Students Exchange Programme Subvention Scheme, Mainland study tours of the senior secondary subject of Citizenship and Social Development, and Thematic Mainland Exchange Programmes for Primary and Secondary School Students, etc.) by EDB in the past 3 school years (including but not limited to the total amount of grant, the number of beneficiary schools and students, and the benefits of relevant activities for each programme);
- (3) the preliminary idea and operational details of the Life-wide Learning and Sister School Grant; whether various Mainland exchange programmes will be consolidated to utilise resources precisely and provide students with the best learning experience; if yes, of the details; if no, of the reasons.

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 14)

Reply:

(1)

To encourage schools to provide students with more diversified experiential learning activities in line with the school curriculum, 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 to support schools in taking forward life-wide learning on the present foundation with enhanced efforts. For schools under the Direct Subsidy Scheme (DSS), the provision of LWLG is subsumed in the DSS unit subsidy rates. The total provision is about \$900 million each year. The amounts of LWLG provided for public sector schools (including special schools) from the 2022/23 to 2024/25 school years are set out as follows –

School year	Amount of the grant (\$ million)
2022/23	843
2023/24	853
2024/25 ⁺	856

⁺ 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 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 at different levels with their sister schools in the light of their school-based development needs. The amount of grant per school for the 2024/25 school year is around \$165,000. The expenditures on the grant for the 2022/23 to 2024/25 school years are set out as follows –

School year	Expenditure on the grant (\$ million)
2022/23	129.31
2023/24	148.32
2024/25 ⁺	158.33 [@]

⁺ Provisional figures

[@] This is the estimated total expenditure on the grant for the 2024/25 school year. The actual figure will only be available at the end of the school year.

(2)

Mainland exchange programmes and study tours for students form an important part of national education, enabling students to gain first-hand experience of the development of our country in different aspects and consolidate and deepen what they have learnt in class, with a view to enhancing their understanding of our country and strengthening their sense of national identity.

EDB has been proactively implementing Mainland exchange programmes for students, providing 100 000 exchange quotas annually, which are sufficient for every student to participate in at least one Mainland exchange programme each in their primary and secondary stages. 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 resumed Mainland exchange programmes for students in the 2023/24 school year and the responses from schools have been positive. Schools may decide on whether and when to participate in Mainland exchange programmes for students, having regard to their school-based circumstances and students' learning needs. 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 ⁺	68 200	78.0
2024/25 ⁺⁺	81 000	114.9

[@] 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, 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. The numbers of senior secondary students joining CS Mainland study tours and the expenditures involved from the 2022/23 to 2024/25 school years 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 ⁺	49 900	70.8
2024/25 ⁺⁺	50 400	86.2

[@] 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

(3)

Starting from the 2025/26 school year, EDB will provide public sector and DSS schools with the Life-wide Learning and Sister School Grant, as consolidated from existing LWLG, the Grant for the Sister School Scheme and the Subsidy for the Outdoor Education Camp Scheme, with a view to improving flexibility, utilisation and synergy for schools to holistically plan and arrange various learning activities (including Mainland and local educational tours and exchange activities) in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools, etc. This initiative aims to enrich students' learning experience, consolidate and deepen what they have learnt in class, and enable them to gain first-hand experience of national development in various aspects from multiple perspectives, thereby enhancing their understanding of our country and strengthening their sense of national identity. EDB plans to announce relevant arrangements to schools and hold briefing sessions on implementation details in mid-2025.

- End -

CONTROLLING OFFICER'S REPLY

EDB043

(Question Serial No. 1531)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding “the implementation of the ‘Greater Bay Area Career Exploration Tours’ Programme (the Programme) for public sector and Direct Subsidy Scheme schools offering the local senior secondary curriculum”, will the Government advise this Committee of the following –

- (1) the numbers of secondary schools participating in the Programme (listed by the 2 different types of participation approaches, i.e. (i) schools that join the study tours organised by the Education Bureau or (ii) schools that apply for a grant of \$100,000 to arrange their own school-based study tours) and student beneficiaries, details of activities, administrative expenditures and amounts of grant involved in the 2023/24 school year;
- (2) whether preliminary assessment has been made on the specific benefits of the Programme in facilitating students’ integration into national development, deepening their understanding of vocational and professional education and training, as well as broadening their horizons;
- (3) whether the Government will consider incorporating the Programme in the itineraries of Mainland study tours of the senior secondary subject of Citizenship and Social Development in the medium and long term to consolidate resources and offer opportunities for students to explore their careers in the Greater Bay Area (GBA) or other Mainland provinces and municipalities outside the GBA; if yes, of the details; if no, of the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 15)

Reply:

(1)

The Education Bureau (EDB) launched the “Greater Bay Area Career Exploration Tours” Programme (the Programme) in the 2023/24 school year. In that school year, 101 public sector and Direct Subsidy Scheme (DSS) schools were approved for participation in the Programme. Of them, 18 schools completed their study activities or used the grant within

the 2023/24 school year, while the remaining 83 schools have their study tours scheduled for departure in the 2024/25 school year. Among the 18 schools with their study activities completed or the grant used, 16 joined the study tours organised by EDB and 2 organised their own school-based study tours, benefitting a total of around 500 students with an expenditure of around \$3.1 million.

(2) and (3)

EDB has put in place an evaluation mechanism for the Programme, which includes conducting questionnaire surveys for teachers and students, attending the study tours to observe the appropriateness of the contents, and holding evaluation meetings with the service providers, so as to gauge participants' views on the activities and evaluate the specific outcomes. The feedback from participating teachers and students on the study activities of the Programme was positive. They agreed that visits to the enterprises could help them understand the relevant industries, talent needs, and the opportunities for development in the Mainland so as to plan for their future development pathways. Currently, out of around 500 public sector and DSS secondary schools in the territory, nearly 300 schools have participated in the Programme in the 2023/24 and 2024/25 school years. EDB will actively encourage schools that have not yet participated in the Programme to apply for participation in the Programme in the 2025/26 school year so as to benefit all local public sector and DSS secondary schools, enabling senior secondary students to understand the latest developments of industries in the Greater Bay Area. At present, EDB also provides students with various Mainland exchange/study activities. EDB will review the implementation of the Programme, consolidate resources and adjust deployment of resources accordingly in a timely manner with a view to optimising the use of public resources.

- End -

CONTROLLING OFFICER'S REPLY

EDB044

(Question Serial No. 1688)

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 numbers of KGs joining the free kindergarten education scheme and their percentage share among all KGs operating relevant classes in Hong Kong from the 2022/23 to 2024/25 school years;
- (2) the respective numbers of KG places and KG students by district and class level in the 2024/25 school year;
- (3) the measures of the Education Bureau (EDB) in place to encourage school sponsoring bodies to merge or relocate their KGs to improve enrolment and fulfil the demand for KG places;
- (4) as cross-subsidisation among half-day and whole-day classes is currently not allowed for KGs joining the free kindergarten education scheme, whether review will be made on this financial arrangement by the task force which will be established by EDB to review and consolidate various grants for schools?

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

Reply:

- (1) The numbers of kindergartens (KGs) joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) and their percentage share among all KGs operating relevant classes in Hong Kong by class type from the 2022/23 to 2024/25 school years are tabulated in Annex 1.
- (2) The numbers of KG places and KG students by district and class level in the 2024/25 school year are tabulated in Annex 2 and Annex 3 respectively.

- (3) It is natural that a decline in student population will lead to corresponding adjustment in the number of KGs. 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 KG premises that are located in public housing estates or owned by the Government. 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 has been regularised to further encourage KGs in districts with ageing population to relocate to new development areas, and those KGs at rented private premises to relocate to lower rent premises or Government-owned school premises, so as to enhance their learning and teaching environment or cater for the demands in new development areas, while reducing the surplus of school places in certain districts.
- (4) The Government attaches great importance to KG education and the provision of quality KG education is EDB's key priority of work. Under the Scheme, the Government provides Scheme-KGs with direct subsidy according to the number of eligible students in the form of a basic half-day (HD) unit subsidy. KGs offering whole-day (WD) and long whole-day (LWD) services will receive an additional subsidy of 30% and 60% respectively. In principle, the Government subsidy should be sufficient for Scheme-KGs to provide quality HD services. In the 2024/25 school year, around 90% of the HD programmes offered by Scheme-KGs are free of charge. For WD programmes, premised on the principle of co-payment between the Government and parents, parents need to pay part of the school fees. With additional subsidy from the Government, the school fees for WD programmes are maintained at a low level (the median school fees per instalment for the 2024/25 school year is \$998). Families with financial needs may apply for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (Fee Remission Scheme) and the Grant for School-related Expenses to defray expenses related to KG education. Starting from the 2022/23 school year, the fee remission ceiling under the Fee Remission Scheme has been uplifted from the 75th percentile in the past to the 100th percentile of the school fees charged by respective HD and WD Scheme-KGs, so that parents receiving full level of fee remission do not need to pay any difference in school fees.

The current subsidy arrangement has achieved the policy objective of offering flexibility to cater for school-based circumstances, while upholding the principle of no cross-subsidisation. We will continue to maintain communication with the sector pragmatically, keep making refinements to the Scheme, and support the sustainable development of KGs through various measures with a view to providing students with quality KG education.

**Numbers of Scheme-KGs and their percentage share among
all KGs operating relevant classes in Hong Kong
by class type from the 2022/23 to 2024/25 school years**

School year	Class	No. of Scheme-KGs	Percentage share among all KGs operating relevant classes in Hong Kong
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%
2024/25	HD	486	67.8%
	WD	381	80.7%
	LWD	242	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
in the 2024/25 school year**

District	K1	K2	K3
Central & Western	2 453	2 581	2 011
Wan Chai	2 597	2 533	2 313
Eastern	3 318	3 511	4 032
Southern	1 254	1 568	1 496
Sham Shui Po	2 751	3 404	3 809
Yau Tsim Mong	1 841	2 034	2 039
Kowloon City	6 329	7 449	7 400
Wong Tai Sin	1 622	1 919	2 380
Kwun Tong	2 854	3 701	4 186
Tsuen Wan	2 047	2 232	2 653
Tuen Mun	3 017	3 668	4 140
Yuen Long	4 571	5 261	5 713
North	2 084	2 627	2 998
Tai Po	1 738	1 934	2 209
Sha Tin	3 543	4 311	4 922
Sai Kung	2 858	3 102	3 308
Islands	1 469	1 593	1 520
Kwai Tsing	2 430	3 028	3 374
All districts	48 776	56 456	60 503

Note:

- (1) Figures refer to the position as at mid-September of the respective school year.
- (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
in the 2024/25 school year**

District	K1	K2	K3
Central & Western	1 664	1 812	1 479
Wan Chai	1 987	2 060	1 833
Eastern	2 210	2 357	2 616
Southern	758	1 024	927
Sham Shui Po	2 132	2 560	2 895
Yau Tsim Mong	1 421	1 560	1 541
Kowloon City	4 977	5 843	5 837
Wong Tai Sin	1 228	1 473	1 751
Kwun Tong	2 091	2 691	2 975
Tsuen Wan	1 502	1 607	1 839
Tuen Mun	2 415	2 911	3 179
Yuen Long	3 669	4 246	4 516
North	1 750	2 207	2 510
Tai Po	1 317	1 526	1 705
Sha Tin	2 812	3 320	3 601
Sai Kung	2 123	2 334	2 457
Islands	1 125	1 205	1 101
Kwai Tsing	1 898	2 321	2 528
All districts	37 079	43 057	45 290

Note:

- (1) Figures refer to the position as at mid-September of the respective school year.
- (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

EDB045

(Question Serial No. 1689)

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 2024/25 school year?
- (2) What are the figures on the projected mid-year school-age population aged 6 residing in Hong Kong by district from 2025 to 2030?
- (3) According to Education Bureau Circular No. 7/2024, if a school that is not approved to operate subsidised Primary One classes under Primary One Admission opts to merge with another school and operates Primary One classes after the merger, it will be granted a one-off additional allowance of \$1 million. In this regard, please set out in tabular form the names of schools receiving the allowances and the number of increased students after the merger.

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

Reply:

(1)

The numbers of places and students in primary schools by district, grade and sector in the 2024/25 school year 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 2025 to 2030 are tabulated at Annex 2.

(3)

Since the issuance of the Education Bureau (EDB) Circular No. 7/2024 on 1 March 2024 up to the end of February 2025, EDB has received no application from any school opting for “merger with other schools” in accordance with the circular.

**Numbers of places and students of primary schools
by district, grade and sector in the 2024/25 school year**

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Central & Western	P1	1 125	1 111	595	466	1 720	1 577
	P2	1 210	1 184	682	530	1 892	1 714
	P3	1 285	1 183	738	610	2 023	1 793
	P4	1 360	1 222	673	548	2 033	1 770
	P5	1 385	1 187	599	511	1 984	1 698
	P6	1 385	1 150	599	490	1 984	1 640
	All Grades	7 750	7 037	3 886	3 155	11 636	10 192
Wan Chai	P1	1 250	1 170	899	814	2 149	1 984
	P2	1 160	1 197	994	879	2 154	2 076
	P3	1 260	1 247	971	862	2 231	2 109
	P4	1 335	1 267	933	815	2 268	2 082
	P5	1 360	1 266	925	765	2 285	2 031
	P6	1 385	1 265	850	705	2 235	1 970
	All Grades	7 750	7 412	5 572	4 840	13 322	12 252
Eastern	P1	2 381	2 176	950	841	3 331	3 017
	P2	2 456	2 337	658	589	3 114	2 926
	P3	2 651	2 430	616	593	3 267	3 023
	P4	2 826	2 514	726	673	3 552	3 187
	P5	2 955	2 560	762	711	3 717	3 271
	P6	3 033	2 570	747	676	3 780	3 246
	All Grades	16 302	14 587	4 459	4 083	20 761	18 670
Southern	P1	887	779	1 868	1 689	2 755	2 468
	P2	937	845	1 601	1 472	2 538	2 317
	P3	992	897	1 452	1 405	2 444	2 302
	P4	1 067	947	1 487	1 431	2 554	2 378
	P5	1 152	967	1 468	1 411	2 620	2 378
	P6	1 142	962	1 227	1 191	2 369	2 153
	All Grades	6 177	5 397	9 103	8 599	15 280	13 996
Sham Shui Po	P1	2 551	2 466	1 204	1 038	3 755	3 504
	P2	2 651	2 588	1 074	937	3 725	3 525
	P3	2 769	2 674	1 052	963	3 821	3 637
	P4	2 856	2 699	1 008	878	3 864	3 577
	P5	2 953	2 883	1 029	928	3 982	3 811
	P6	2 839	2 815	811	666	3 650	3 481
	All Grades	16 619	16 125	6 178	5 410	22 797	21 535

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Yau Tsim Mong	P1	1 940	1 817	237	217	2 177	2 034
	P2	2 015	1 922	237	229	2 252	2 151
	P3	2 065	2 011	247	229	2 312	2 240
	P4	2 165	2 036	216	216	2 381	2 252
	P5	2 272	2 067	247	249	2 519	2 316
	P6	2 300	2 020	245	245	2 545	2 265
	All Grades	12 757	11 873	1 429	1 385	14 186	13 258
Kowloon City	P1	3 287	3 141	2 345	2 086	5 632	5 227
	P2	3 337	3 242	2 213	2 025	5 550	5 267
	P3	3 387	3 357	2 196	2 009	5 583	5 366
	P4	3 512	3 357	2 021	1 878	5 533	5 235
	P5	3 512	3 321	1 986	1 769	5 498	5 090
	P6	3 622	3 266	1 890	1 738	5 512	5 004
	All Grades	20 657	19 684	12 651	11 505	33 308	31 189
Wong Tai Sin	P1	1 900	1 711	492	394	2 392	2 105
	P2	2 025	1 870	426	368	2 451	2 238
	P3	2 150	2 003	426	342	2 576	2 345
	P4	2 275	2 108	426	346	2 701	2 454
	P5	2 450	2 244	426	357	2 876	2 601
	P6	2 425	2 224	481	349	2 906	2 573
	All Grades	13 225	12 160	2 677	2 156	15 902	14 316
Kwun Tong	P1	3 407	3 166	379	283	3 786	3 449
	P2	3 607	3 424	321	255	3 928	3 679
	P3	3 777	3 638	374	305	4 151	3 943
	P4	3 934	3 823	325	264	4 259	4 087
	P5	4 268	4 018	333	275	4 601	4 293
	P6	4 240	3 941	398	277	4 638	4 218
	All Grades	23 233	22 010	2 130	1 659	25 363	23 669
Tsuen Wan	P1	1 700	1 644	0	0	1 700	1 644
	P2	1 915	1 840	0	0	1 915	1 840
	P3	1 990	1 906	0	0	1 990	1 906
	P4	2 080	1 939	0	0	2 080	1 939
	P5	2 154	2 010	0	0	2 154	2 010
	P6	2 250	2 014	0	0	2 250	2 014
	All Grades	12 089	11 353	0	0	12 089	11 353

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Tuen Mun	P1	3 357	3 169	105	110	3 462	3 279
	P2	3 527	3 375	111	114	3 638	3 489
	P3	3 552	3 451	105	109	3 657	3 560
	P4	3 672	3 502	109	113	3 781	3 615
	P5	3 802	3 504	108	116	3 910	3 620
	P6	3 822	3 503	146	143	3 968	3 646
	All Grades	21 732	20 504	684	705	22 416	21 209
Yuen Long	P1	4 504	4 342	229	123	4 733	4 465
	P2	4 689	4 509	205	95	4 894	4 604
	P3	4 839	4 668	217	125	5 056	4 793
	P4	4 910	4 491	134	95	5 044	4 586
	P5	5 172	4 629	130	90	5 302	4 719
	P6	5 110	4 467	130	81	5 240	4 548
	All Grades	29 224	27 106	1 045	609	30 269	27 715
North	P1	2 525	2 476	0	0	2 525	2 476
	P2	2 575	2 562	0	0	2 575	2 562
	P3	2 675	2 690	0	0	2 675	2 690
	P4	2 725	2 726	0	0	2 725	2 726
	P5	2 975	2 929	0	0	2 975	2 929
	P6	3 045	3 103	0	0	3 045	3 103
	All Grades	16 520	16 486	0	0	16 520	16 486
Tai Po	P1	1 820	1 734	562	434	2 382	2 168
	P2	1 945	1 904	486	409	2 431	2 313
	P3	1 970	1 949	444	375	2 414	2 324
	P4	2 085	2 021	424	368	2 509	2 389
	P5	2 090	1 945	417	364	2 507	2 309
	P6	2 145	1 896	410	358	2 555	2 254
	All Grades	12 055	11 449	2 743	2 308	14 798	13 757
Sha Tin	P1	4 055	3 830	448	445	4 503	4 275
	P2	4 230	4 076	448	437	4 678	4 513
	P3	4 520	4 345	448	434	4 968	4 779
	P4	4 730	4 454	452	437	5 182	4 891
	P5	5 146	4 615	442	433	5 588	5 048
	P6	5 215	4 638	431	426	5 646	5 064
	All Grades	27 896	25 958	2 669	2 612	30 565	28 570

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools		Total	
		No. of Places	No. of Students	No. of Places	No. of Students	No. of Places	No. of Students
Sai Kung	P1	2 627	2 348	538	421	3 165	2 769
	P2	2 677	2 453	470	409	3 147	2 862
	P3	2 752	2 506	458	383	3 210	2 889
	P4	2 777	2 418	495	425	3 272	2 843
	P5	2 829	2 350	470	385	3 299	2 735
	P6	2 927	2 446	454	401	3 381	2 847
	All Grades	16 589	14 521	2 885	2 424	19 474	16 945
Islands	P1	1 125	1 004	361	319	1 486	1 323
	P2	1 025	946	302	266	1 327	1 212
	P3	1 025	958	324	280	1 349	1 238
	P4	1 100	1 031	291	265	1 391	1 296
	P5	1 180	1 070	285	269	1 465	1 339
	P6	1 205	1 083	285	262	1 490	1 345
	All Grades	6 660	6 092	1 848	1 661	8 508	7 753
Kwai Tsing	P1	2 624	2 458	0	0	2 624	2 458
	P2	2 699	2 589	0	0	2 699	2 589
	P3	2 899	2 806	0	0	2 899	2 806
	P4	3 129	2 980	0	0	3 129	2 980
	P5	3 204	2 903	0	0	3 204	2 903
	P6	3 104	2 846	0	0	3 104	2 846
	All Grades	17 659	16 582	0	0	17 659	16 582
All Districts	P1	43 065	40 542	11 212	9 680	54 277	50 222
	P2	44 680	42 863	10 228	9 014	54 908	51 877
	P3	46 558	44 719	10 068	9 024	56 626	53 743
	P4	48 538	45 535	9 720	8 752	58 258	54 287
	P5	50 859	46 468	9 627	8 633	60 486	55 101
	P6	51 194	46 209	9 104	8 008	60 298	54 217
	All Grades	284 894	266 336	59 959	53 111	344 853	319 447

Notes:

- (1) Figures refer to the position as at mid-September of the 2024/25 school year.
- (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 2025 to 2030**

District	2025	2026	2027	2028	2029	2030
Central & Western	1 400	1 300	1 100	1 000	800	800
Wan Chai	900	800	700	600	500	400
Eastern	2 800	2 500	2 100	1 800	1 500	1 500
Southern	1 500	1 400	1 200	1 100	900	1 000
Sham Shui Po	3 100	2 900	2 500	2 300	1 900	2 000
Yau Tsim Mong	1 900	1 800	1 500	1 300	900	900
Kowloon City	2 900	2 900	2 400	2 300	1 900	1 900
Wong Tai Sin	2 100	2 000	1 700	1 600	1 400	1 600
Kwun Tong	4 000	3 900	3 300	3 100	2 700	2 900
Tsuen Wan	2 200	2 100	1 700	1 600	1 200	1 200
Tuen Mun	3 700	3 700	3 300	3 100	2 500	2 700
Yuen Long	4 700	4 600	4 100	3 800	3 300	3 800
North	2 400	2 400	2 400	2 400	2 100	2 500
Tai Po	2 300	2 400	2 100	1 900	1 500	1 600
Sha Tin	4 600	4 300	3 500	3 200	2 600	2 700
Sai Kung	3 400	3 500	3 100	2 900	2 400	2 600
Islands	1 800	1 800	1 600	1 600	1 600	1 800
Kwai Tsing	3 000	2 900	2 500	2 300	1 900	2 100
All Districts	48 600	47 000	40 600	37 800	31 500	34 100

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 enrolling for 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

EDB046

(Question Serial No. 1690)

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:

From the 2022/23 to 2024/25 school years, the Education Bureau (EDB) has been providing flexibility for aided primary schools to employ teachers having expertise in STEAM (Science, Technology, Engineering, the Arts and Mathematics)-related subjects but without teacher training in primary education as regular teachers on a pilot basis, with a view to facilitating the implementation of school-based STEAM education. These teachers are not subject to the basic appointment requirements of the Codes of Aid. In this connection, will the Government advise this Committee of the following –

- (1) the total number of newly-appointed STEAM teachers who had no teacher training and were employed by aided primary schools under the pilot scheme in the past 3 years, and the number of schools involved;
- (2) the total number of newly-appointed STEAM teachers who were in-service secondary school teachers with only teacher training in secondary education and were employed by aided primary schools under the pilot scheme in the past 3 years, and the number of schools involved;
- (3) the number of STEAM teachers employed as temporary teachers to fill Assistant Primary School Master/Mistress vacancies in government primary schools, as referring to the arrangement in aided schools, in the past 3 years, and the number of schools involved;
- (4) whether consideration will be given to extending and enhancing the pilot scheme in the light of the introduction of Primary Science subject starting from the 2025/26 school year and the keen demand for these teachers; if yes, of the details; if no, of the reasons?

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

Reply:

(1) to (4)

From the 2022/23 to 2024/25 school years, the Education Bureau (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 teachers on a pilot basis with a view to facilitating schools in the implementation and promotion of STEAM education. From the 2022/23 to 2024/25 school years, the numbers of STEAM teachers employed by aided primary schools were 30, 41 and 42 respectively. The information on these newly-appointed teachers and their qualifications is tabulated as follows –

School year	Newly-appointed STEAM teachers with no teacher training		Newly-appointed STEAM teachers with only teacher training in secondary education		
	No. of teachers	No. of schools involved	No. of teachers who were secondary school teachers	No. of teachers	No. of schools involved
2022/23	25	21	2	3	5
2023/24	14	12	2	4	6
2024/25 (Provisional figures)	10	9	0	3	3

As at the end of February 2025, no government primary school has employed any STEAM teacher as a temporary teacher to fill APSM vacancy.

Every year, EDB gauges views from schools and the teachers concerned through, inter alia, school visits and questionnaire surveys. At present, the effectiveness of the pilot arrangement is under review for planning the way forward.

- End -

CONTROLLING OFFICER'S REPLY

EDB047

(Question Serial No. 1691)

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 a crisis of under-enrolment. Please advise this Committee of the following –

- (1) The numbers of places and students in secondary schools by district, grade, and sector in the 2024/25 school year.
- (2) The projected mid-year school-age population aged 12 residing in Hong Kong by district from 2025 to 2030.
- (3) According to Education Bureau (EDB) Circular No. 17/2023, starting from the 2023/24 school year, a school with 3 approved Secondary One (S1) classes after the September headcount may apply to participate in the next Secondary School Places Allocation (SSPA) cycle with 4 S1 classes if the final number of Discretionary Place applications received in each of the latest 3 consecutive years is not less than 80% of the total number of S1 places available for SSPA purpose in the respective year. In this connection, please set out in tabular form the numbers of schools that applied to participate in the next SSPA cycle with 4 S1 classes by district in the 2023/24 and 2024/25 school years.
- (4) Further to the above, for a school with fewer than 3 approved S1 classes, the number of classes capped in the next SSPA cycle will be determined by the number of approved S1 classes of the school in the latest 2 school years, capped at 3 classes. In this connection, please set out in tabular form the numbers of schools with only 2 or 3 approved S1 classes by district in the 2023/24 and 2024/25 school years.
- (5) For a public sector secondary school operating fewer than 2 S1 classes, if it opts for “merging with other schools”, the school that continues to operate S1 classes after the merger will be provided with a one-off additional allowance of \$0.5 million per merging level. In this connection, please set out in tabular form the names of schools provided with the allowance, the amount of additional allowance granted, and the number of additional students after the merger.

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

Reply:

(1)

The numbers of places and students in secondary schools by district, grade and sector in the 2024/25 school year are tabulated at [Annex 1](#).

(2)

The projected mid-year school-age population aged 12 residing in Hong Kong by district from 2025 to 2030 are tabulated at [Annex 2](#).

(3)

The numbers of eligible schools approved to participate in the next Secondary School Places Allocation (SSPA) cycle with 4 S1 classes by district in the 2023/24 and 2024/25 school years are tabulated at [Annex 3](#).

(4)

The numbers of public sector schools operating 2 or 3 S1 classes by district in the 2023/24 and 2024/25 school years are tabulated at [Annex 4](#).

(5)

Since the issuance of EDB Circular No. 17/2023 on 25 August 2023 up to the end of February 2025, EDB has not received any applications from schools opting for “merging with other schools” as set out in the said circular.

**Numbers of places and students in secondary schools
by district, grade and sector in the 2024/25 school year**

District	Grade	Public sector and Direct Subsidy Scheme schools		Private 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	1 684	369	348	2 140	2 032
	S2	1 771	1 637	369	334	2 140	1 971
	S3	1 771	1 510	307	298	2 078	1 808
	S4	1 718	1 390	295	288	2 013	1 678
	S5	1 718	1 227	299	266	2 017	1 493
	S6	1 688	1 168	267	250	1 955	1 418
	S7	-	-	231	228	231	228
	All Grades	10 437	8 616	2 137	2 012	12 574	10 628
Wan Chai	S1	2 053	1 794	255	220	2 308	2 014
	S2	1 972	1 695	210	184	2 182	1 879
	S3	2 040	1 692	180	156	2 220	1 848
	S4	2 106	1 591	100	102	2 206	1 693
	S5	2 084	1 434	150	136	2 234	1 570
	S6	2 072	1 377	150	118	2 222	1 495
	S7	-	-	125	92	125	92
	All Grades	12 327	9 583	1 170	1 008	13 497	10 591
Eastern	S1	3 563	3 400	609	530	4 172	3 930
	S2	3 530	3 206	584	545	4 114	3 751
	S3	3 662	3 098	561	487	4 223	3 585
	S4	3 563	2 965	406	308	3 969	3 273
	S5	3 827	2 904	496	388	4 323	3 292
	S6	3 761	2 746	532	377	4 293	3 123
	S7	-	-	306	201	306	201
	All Grades	21 906	18 319	3 494	2 836	25 400	21 155
Southern	S1	1 749	1 589	1 501	1 426	3 250	3 015
	S2	1 815	1 495	1 504	1 421	3 319	2 916
	S3	1 749	1 401	1 318	1 255	3 067	2 656
	S4	1 815	1 340	1 233	1 164	3 048	2 504
	S5	1 815	1 244	1 165	1 119	2 980	2 363
	S6	1 914	1 221	1 041	1 026	2 955	2 247
	S7	-	-	927	851	927	851
	All Grades	10 857	8 290	8 689	8 262	19 546	16 552
Sham Shui Po	S1	3 490	3 392	425	403	3 915	3 795
	S2	3 509	3 428	428	364	3 937	3 792
	S3	3 517	3 266	325	300	3 842	3 566
	S4	3 356	3 040	288	256	3 644	3 296
	S5	3 346	2 812	280	234	3 626	3 046
	S6	3 484	2 793	218	171	3 702	2 964
	S7	-	-	128	105	128	105
	All Grades	20 702	18 731	2 092	1 833	22 794	20 564

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools		Total	
		No. of places	No. of students	No. of places	No. of students	No. of places	No. of students
Yau Tsim Mong	S1	2 406	2 300	5	1	2 411	2 301
	S2	2 340	2 212	10	6	2 350	2 218
	S3	2 373	2 101	10	5	2 383	2 106
	S4	2 538	2 121	76	53	2 614	2 174
	S5	2 571	2 048	157	122	2 728	2 170
	S6	2 538	1 871	375	329	2 913	2 200
	S7	-	-	30	15	30	15
	All Grades	14 766	12 653	663	531	15 429	13 184
Kowloon City	S1	5 140	4 950	786	772	5 926	5 722
	S2	5 140	4 806	829	839	5 969	5 645
	S3	5 107	4 476	792	770	5 899	5 246
	S4	5 266	4 320	743	668	6 009	4 988
	S5	5 266	3 993	724	655	5 990	4 648
	S6	5 266	3 735	653	554	5 919	4 289
	S7	-	-	398	374	398	374
	All Grades	31 185	26 280	4 925	4 632	36 110	30 912
Wong Tai Sin	S1	2 922	2 825	140	137	3 062	2 962
	S2	2 889	2 656	140	134	3 029	2 790
	S3	2 922	2 511	140	112	3 062	2 623
	S4	2 889	2 460	105	98	2 994	2 558
	S5	2 922	2 305	140	99	3 062	2 404
	S6	2 889	2 258	105	44	2 994	2 302
	S7	-	-	0	0	0	0
	All Grades	17 433	15 015	770	624	18 203	15 639
Kwun Tong	S1	4 705	4 353	324	302	5 029	4 655
	S2	4 672	4 311	332	306	5 004	4 617
	S3	4 671	4 252	298	281	4 969	4 533
	S4	4 681	4 116	317	296	4 998	4 412
	S5	4 773	4 010	260	249	5 033	4 259
	S6	4 651	3 741	215	161	4 866	3 902
	S7	-	-	164	126	164	126
	All Grades	28 153	24 783	1 910	1 721	30 063	26 504
Tsuen Wan	S1	1 674	1 639	25	23	1 699	1 662
	S2	1 674	1 627	25	13	1 699	1 640
	S3	1 674	1 565	25	13	1 699	1 578
	S4	1 707	1 521	25	16	1 732	1 537
	S5	1 707	1 434	25	9	1 732	1 443
	S6	1 707	1 339	25	9	1 732	1 348
	S7	-	-	25	2	25	2
	All Grades	10 143	9 125	175	85	10 318	9 210

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools		Total	
		No. of places	No. of students	No. of places	No. of students	No. of places	No. of students
Tuen Mun	S1	4 435	4 145	130	133	4 565	4 278
	S2	4 402	4 138	130	136	4 532	4 274
	S3	4 303	3 819	125	135	4 428	3 954
	S4	4 402	3 684	120	125	4 522	3 809
	S5	4 402	3 511	120	125	4 522	3 636
	S6	4 402	3 267	132	132	4 534	3 399
	S7	-	-	118	118	118	118
	All Grades	26 346	22 564	875	904	27 221	23 468
Yuen Long	S1	5 307	5 134	0	0	5 307	5 134
	S2	5 289	5 123	0	0	5 289	5 123
	S3	5 257	4 979	0	0	5 257	4 979
	S4	5 417	4 811	0	0	5 417	4 811
	S5	5 763	4 723	0	0	5 763	4 723
	S6	5 362	4 211	0	0	5 362	4 211
	S7	-	-	0	0	0	0
	All Grades	32 395	28 981	0	0	32 395	28 981
North	S1	3 333	3 286	92	82	3 425	3 368
	S2	3 333	3 257	88	74	3 421	3 331
	S3	3 401	3 302	88	80	3 489	3 382
	S4	3 333	3 109	80	62	3 413	3 171
	S5	3 333	2 853	80	69	3 413	2 922
	S6	3 333	2 681	44	43	3 377	2 724
	S7	-	-	28	26	28	26
	All Grades	20 066	18 488	500	436	20 566	18 924
Tai Po	S1	2 551	2 490	311	299	2 862	2 789
	S2	2 518	2 474	267	254	2 785	2 728
	S3	2 468	2 375	233	216	2 701	2 591
	S4	2 567	2 260	208	173	2 775	2 433
	S5	2 694	2 210	133	110	2 827	2 320
	S6	2 674	1 986	92	76	2 766	2 062
	S7	-	-	37	37	37	37
	All Grades	15 472	13 795	1 281	1 165	16 753	14 960
Sha Tin	S1	5 843	5 758	464	453	6 307	6 211
	S2	5 777	5 595	464	460	6 241	6 055
	S3	5 724	5 392	450	449	6 174	5 841
	S4	6 065	5 071	442	426	6 507	5 497
	S5	6 288	4 897	434	423	6 722	5 320
	S6	6 014	4 550	418	401	6 432	4 951
	S7	-	-	410	379	410	379
	All Grades	35 711	31 263	3 082	2 991	38 793	34 254

District	Grade	Public sector and Direct Subsidy Scheme schools		Private schools		Total	
		No. of places	No. of students	No. of places	No. of students	No. of places	No. of students
Sai Kung	S1	3 532	3 226	156	142	3 688	3 368
	S2	3 498	3 081	156	122	3 654	3 203
	S3	3 436	2 859	146	98	3 582	2 957
	S4	3 502	2 857	146	109	3 648	2 966
	S5	3 471	2 698	96	54	3 567	2 752
	S6	3 484	2 563	72	39	3 556	2 602
	S7	-	-	48	21	48	21
	All Grades	20 923	17 284	820	585	21 743	17 869
Islands	S1	1 117	1 011	195	193	1 312	1 204
	S2	1 117	1 001	195	190	1 312	1 191
	S3	1 051	916	195	168	1 246	1 084
	S4	1 051	876	195	150	1 246	1 026
	S5	1 026	761	195	145	1 221	906
	S6	1 047	739	170	133	1 217	872
	S7	-	-	170	119	170	119
	All Grades	6 409	5 304	1 315	1 098	7 724	6 402
Kwai Tsing	S1	3 960	3 808	0	0	3 960	3 808
	S2	3 960	3 694	0	0	3 960	3 694
	S3	3 894	3 522	0	0	3 894	3 522
	S4	3 960	3 454	0	0	3 960	3 454
	S5	3 960	3 248	0	0	3 960	3 248
	S6	3 927	3 084	0	0	3 927	3 084
	S7	-	-	0	0	0	0
	All Grades	23 661	20 810	0	0	23 661	20 810
All Districts	S1	59 551	56 784	5 787	5 464	65 338	62 248
	S2	59 206	55 436	5 731	5 382	64 937	60 818
	S3	59 020	53 036	5 193	4 823	64 213	57 859
	S4	59 936	50 986	4 779	4 294	64 715	55 280
	S5	60 966	48 312	4 754	4 203	65 720	52 515
	S6	60 213	45 330	4 509	3 863	64 722	49 193
	S7	-	-	3 145	2 694	3 145	2 694
	All Grades	358 892	309 884	33 898	30 723	392 790	340 607

Notes:

- (1) Figures refer to the position as at mid-September of the 2024/25 school year.
- (2) Figures include ordinary secondary day schools, but not special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. 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.

**Projected mid-year school-age population aged 12 residing in Hong Kong
by district from 2025 to 2030**

District	2025	2026	2027	2028	2029	2030
Central & Western	1 700	1 600	1 600	1 500	1 500	1 400
Wan Chai	1 100	1 000	1 000	900	800	700
Eastern	3 600	3 200	3 200	3 100	2 900	2 700
Southern	2 000	1 800	1 800	1 700	1 700	1 600
Sham Shui Po	3 700	3 300	3 400	3 400	3 400	3 200
Yau Tsim Mong	2 300	2 000	2 000	1 900	1 800	1 500
Kowloon City	3 700	3 500	3 500	3 500	3 400	3 100
Wong Tai Sin	2 700	2 400	2 400	2 400	2 400	2 300
Kwun Tong	5 500	5 000	4 900	4 800	4 800	4 500
Tsuen Wan	2 500	2 300	2 400	2 300	2 300	2 200
Tuen Mun	4 200	3 800	4 000	4 000	4 100	4 000
Yuen Long	5 300	4 900	5 000	5 000	5 100	5 100
North	2 700	2 500	2 700	2 800	2 900	3 000
Tai Po	2 500	2 300	2 400	2 500	2 500	2 500
Sha Tin	6 000	5 400	5 500	5 400	5 300	4 900
Sai Kung	4 000	3 700	3 800	3 700	3 700	3 500
Islands	1 900	1 800	1 900	1 900	2 100	2 100
Kwai Tsing	3 600	3 300	3 300	3 300	3 300	3 200
All Districts	58 800	53 700	55 000	53 900	54 300	51 500

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 12 is considered appropriate for enrolling for 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.

**Numbers of eligible schools approved to participate in the next SSPA cycle
with 4 S1 classes by district in the 2023/24 and 2024/25 school years**

District	School year	
	2023/24	2024/25
Central & Western	0	0
Wan Chai	0	0
Eastern	0	0
Southern	0	0
Sham Shui Po	0	0
Yau Tsim Mong	1	0
Kowloon City	0	0
Wong Tai Sin	0	0
Kwun Tong	1	0
Tsuen Wan	0	0
Tuen Mun	1	0
Yuen Long	0	0
North	0	0
Tai Po	1	0
Sha Tin	2	0
Sai Kung	0	0
Islands	0	0
Kwai Tsing	0	0
All Districts	6	0

**Numbers of public sector schools operating 2 or 3 S1 classes
by district in the 2023/24 and 2024/25 school years**

District	School year			
	2023/24		2024/25	
	2 classes	3 classes	2 classes	3 classes
Central & Western	0	1	0	1
Wan Chai	3	2	1	3
Eastern	1	6	0	6
Southern	2	5	1	5
Sham Shui Po	0	1	0	1
Yau Tsim Mong	0	4	0	3
Kowloon City	0	4	0	4
Wong Tai Sin	0	4	0	4
Kwun Tong	0	3	0	2
Tsuen Wan	0	2	0	2
Tuen Mun	0	12	0	11
Yuen Long	0	3	0	3
North	0	0	0	0
Tai Po	0	5	0	4
Sha Tin	0	8	0	6
Sai Kung	1	5	1	5
Islands	1	0	1	1
Kwai Tsing	0	4	0	4
All Districts	8	69	4	65

Notes:

6 former practical schools and skills opportunity schools which have their number of approved S1 classes capped in the 2012/13 school year are not included in the above table.

- End -

CONTROLLING OFFICER'S REPLY

EDB048

(Question Serial No. 1692)

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 those for the 2025/26 academic year;
- (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.: 5)

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 2025/26 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 and with reference to 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 2023/24 academic year)
Designated undergraduate programmes, number of subsidised places and
actual intakes**

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
Hong Kong Chu Hai College (Note 1)	Bachelor of Science (Honours) in Architecture	First-year-first-degree (FYFD)	60	9
		Top-up degree (TUD)	45	26
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13
		TUD	18	24
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	38
	Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	18	24
	Bachelor of Science with Honours in Computer Science	FYFD	40	46
		TUD	55	96
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	25	33
		TUD	15	28
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	60	42
		TUD	35	50
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	67
		TUD	30	30
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	60	19
		TUD	42	19
	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	30	19
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	6
	Bachelor of Nursing with Honours in General Health Care	FYFD	385	383
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	132
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	102
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	57
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	40	18
		TUD	17	13
	Bachelor of Business Administration with Honours in Sports and Recreation Management	FYFD	40	46
	Bachelor of Sports and Recreation Management with Honours	TUD	94	135

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification	FYFD	50	51
		TUD	5	0
	Bachelor of Science with Honours in Analytical Testing Science	FYFD	30	16
	Bachelor of Science with Honours in Testing Science and Certification	TUD	24	11
	Bachelor of Science with Honours in Food Testing Science	FYFD	55	22
		TUD	35	36
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	60	29
	Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	40
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	13
		TUD	19	4
Saint Francis University (Note 2)	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	1
		TUD	9	3
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	10
		TUD	15	6
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	10
		TUD	7	2
	Bachelor of Nursing (Honours)	FYFD	640	639
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	33
		TUD	30	19
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	32
		TUD	10	10
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	20
		TUD	25	14
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	41
		TUD	30	21
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	17
		TUD	15	5
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	104
		TUD	60	54
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	FYFD	400	399
		TUD	130	134
	Bachelor of Science (Honours) in Applied Gerontology	FYFD	50	14
		TUD	50	20
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	44
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	60
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	62
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	20

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	20	7
		TUD	11	7
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	20	4
		TUD	23	12
	Bachelor of Engineering (Honours) in Building Services Engineering	FYFD	25	0
		TUD	100	133
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	40	11
		TUD	70	98
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	FYFD	25	4
		TUD	27	15
	Bachelor of Science (Honours) in Surveying	FYFD	40	5
		TUD	30	12
	Bachelor of Arts (Honours) in Fashion Design	FYFD	40	14
		TUD	24	11
	Bachelor of Arts (Honours) in Product Design	FYFD	20	5
		TUD	15	9
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	30	11
		TUD	90	107
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	20	7
		TUD	15	12
Total			4 695	4 040

Note : SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: Chu Hai College of Higher Education was retitled as Hong Kong Chu Hai College with effect from 4 January 2023.

Note 2: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

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
actual intakes

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20	13
		TUD	45	2
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13
		TUD	30	14
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	44
	Bachelor of Engineering with Honours in Civil Engineering (Note 1) / Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	25	30
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	17
	Bachelor of Science with Honours in Computer Science	FYFD	45	60
		TUD	80	65
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	43
		TUD	30	22
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	41
		TUD	55	41
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	45	22
		TUD	15	12
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	80
		TUD	30	30
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	35	35
		TUD	30	19
	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	30	25
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2) / Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	7
	Bachelor of Nursing with Honours in General Health Care	FYFD	400	418
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	135
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	63
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	55
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	30	21

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	TUD	17	12
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3)	FYFD	40	49
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3 and Note 4) / Bachelor of Sports and Recreation Management with Honours (Note 3)	TUD	114	125
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 5)	FYFD	55	69
		TUD	15	5
	Bachelor of Science with Honours in Analytical Testing Science	FYFD	30	30
	Bachelor of Science with Honours in Analytical Testing Science (Note 6) / Bachelor of Science with Honours in Testing Science and Certification	TUD	30	9
	Bachelor of Science with Honours in Food Testing Science	FYFD	30	45
		TUD	50	35
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	50	37
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 7) / Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	51
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	14
		TUD	19	2
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	13
		TUD	10	7
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	25
		TUD	10	5
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	17
		TUD	10	4
	Bachelor of Nursing (Honours) (Note 5)	FYFD	640	640
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	63
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (Note 3)	FYFD	15	26
		TUD	9	4
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	47
		TUD	30	24
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	40
		TUD	10	9
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	45
		TUD	25	8

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	43
		TUD	30	16
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	27
		TUD	15	3
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	106
		TUD	60	58
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (Note 3)	FYFD	25	18
		TUD	15	10
	Bachelor of Health Science (Honours) in Nursing	FYFD	400	404
		TUD	130	130
	Bachelor of Science (Honours) in Applied Gerontology (Note 5)	FYFD	40	12
		TUD	40	42
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	45
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	68
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	59
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	25
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	19
		TUD	10	8
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	3
		TUD	10	3
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	10
		TUD	23	13
	Bachelor of Engineering (Honours) in Building Services Engineering (Note 3)	FYFD	10	7
		TUD	120	100
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	25	13
		TUD	90	104
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 5)	FYFD	15	8
		TUD	27	15
	Bachelor of Science (Honours) in Surveying	FYFD	15	11
		TUD	25	14
	Bachelor of Arts (Honours) in Fashion Design	FYFD	25	17
		TUD	24	16
	Bachelor of Arts (Honours) in Product Design	FYFD	15	5
		TUD	15	10
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	25	24
		TUD	110	92
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	15	7
		TUD	15	13
Total			4 825	4 365

Note : SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1 : Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 2 Entry was renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 2 Entry in the 2024/25 academic year.

- Note 2 : Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 2 Entry in the 2024/25 academic year.
- Note 3 : The programme was selected for the second round of EDB's Pilot Project on the Development of Applied Degree Programmes.
- Note 4 : Bachelor of Sports and Recreation Management with Honours - Year 2 Entry was renamed as 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 : Bachelor of Science with Honours in Testing Science and Certification - Year 2 Entry was renamed as Bachelor of Science with Honours in Analytical Testing Science - Year 2 Entry in the 2024/25 academic year.
- Note 7 : Bachelor of International Hospitality and Attractions Management with Honours - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 2 Entry in the 2024/25 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated undergraduate programmes and number of subsidised places**

Institution	Programme	Programme type (Note)	No. of subsidised places
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20
		TUD	40
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	20
		TUD	25
	Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	45
		TUD	35
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25
		TUD	10
	Bachelor of Science with Honours in Computer Science	FYFD	50
		TUD	75
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35
		TUD	30
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50
		TUD	55
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	40
		TUD	25
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80
		TUD	30
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	30
		TUD	30
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	25
		TUD	10
	Bachelor of Nursing with Honours in General Health Care	FYFD	410
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	130
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60
	Bachelor of Science with Honours in Physiotherapy	FYFD	55
	Bachelor of Business Administration with Honours in Aviation Services Management	FYFD	40
		TUD	25
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	20
		TUD	17
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) (Applied Degree Programme)	FYFD	50
		TUD	115
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Applied Degree Programme)	FYFD	80
		TUD	15
	Bachelor of Science with Honours in Food Testing Science	FYFD	40
		TUD	40
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 4)	FYFD	40
		TUD	52

Institution	Programme	Programme type (Note)	No. of subsidised places
Hong Kong Shue Yan University	Bachelor of Science with Honours in Applied Data Science	FYFD	30
		TUD	10
	Bachelor of Commerce (Honours) in Financial Technology	FYFD	25
		TUD	15
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	5
		TUD	10
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	25
		TUD	10
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	15
		TUD	10
	Bachelor of Nursing (Honours) (<i>Applied Degree Programme</i>)	FYFD	640
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	55
		TUD	25
	Bachelor of Arts (Honours) in Art and Design	FYFD	40
		TUD	10
	Bachelor of Science (Honours) in Business Analytics and Information Management (Note 5)	FYFD	50
	Bachelor of Management Science and Information Management (Honours)	TUD	25
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	60
		TUD	30
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35
		TUD	15
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105
		TUD	60
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (<i>Applied Degree Programme</i>)	FYFD	25
		TUD	15
	Bachelor of Health Science (Honours) in Nursing	FYFD	400
		TUD	130
	Bachelor of Science (Honours) in Applied Gerontology (<i>Applied Degree Programme</i>)	FYFD	40
		TUD	40
	Bachelor of Science (Honours) in Medical Imaging	FYFD	30
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15
		TUD	20
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10
		TUD	10

Institution	Programme	Programme type (Note)	No. of subsidised places
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15
		TUD	20
	Bachelor of Engineering (Honours) in Building Services Engineering <i>(Applied Degree Programme)</i>	FYFD	10
		TUD	150
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	20
		TUD	90
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management <i>(Applied Degree Programme)</i>	FYFD	15
		TUD	27
	Bachelor of Science (Honours) in Surveying	FYFD	15
		TUD	20
	Bachelor of Arts (Honours) in Fashion Design	FYFD	20
		TUD	20
	Bachelor of Arts (Honours) in Product Design	FYFD	10
		TUD	15
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	20
		TUD	100
	Bachelor of Social Sciences (Honours) in Sports Coaching	FYFD	10
		TUD	15
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	10
		TUD	15
Total			4 916

Note : SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1 : Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 3 Entry will be renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 3 Entry in the 2025/26 academic year.

Note 2 : Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 3 Entry in the 2025/26 academic year.

Note 3 : Bachelor of Sports and Recreation Management with Honours - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 3 Entry in the 2025/26 academic year.

Note 4 : Bachelor of International Hospitality and Attractions Management with Honours - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 3 Entry in the 2025/26 academic year.

Note 5 : Bachelor of Management Science and Information Management (Honours) - Year 1 Entry will be renamed as Bachelor of Science (Honours) in Business Analytics and Information Management - Year 1 Entry in the 2025/26 academic year.

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

Institution	Programme	No. of subsidised places	No. of actual intakes
Caritas Bianchi College of Careers	Higher Diploma in Design	60	11
	Higher Diploma in Film and Media Production	30	16
	Higher Diploma in Health Care	160	150
	Higher Diploma in Pharmaceutical Dispensing	120	119
	Higher Diploma in Hospitality Management	50	12
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	42
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	24
	Higher Diploma in Health and Social Care	50	44
	Higher Diploma in Medical and Health Products Management	120	93
	Higher Diploma in Nutrition and Food Management	120	83
	Higher Diploma in Sport and Recreation Management	120	116
	Higher Diploma in Sport Coaching and Sport Performance	160	173
	Higher Diploma in Hotel Management	90	52
	Higher Diploma in Tourism and Events Management	90	34
	Higher Diploma in Tourism and Hospitality Management	90	62
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	23
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	25
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	120	27
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	32
	Higher Diploma in Digital Fashion Creation	15	18
	Higher Diploma in Interior Design	30	30
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52
	Higher Diploma in Health Care	370	439
	Higher Diploma in Resort and Theme Park Management	30	23
	Higher Diploma in Tourism and Airline Studies	30	19
	Higher Diploma in Tourism and Hospitality Studies	25	16
Saint Francis University (Note 1)	Higher Diploma in Enrolled Nursing (General)	35	35
Tung Wah College	Higher Diploma in Health Science	50	43
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	20	0
Total		2 238	1 813

Note 1: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 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
actual intakes**

Institution	Programme	No. of subsidised places	No. of actual intakes
Caritas Bianchi College of Careers	Higher Diploma in Design	40	28
	Higher Diploma in Film and Media Production	30	28
	Higher Diploma in Health Care	200	187
	Higher Diploma in Pharmaceutical Dispensing	130	118
	Higher Diploma in Hospitality Management	25	18
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	38
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	25	13
	Higher Diploma in Food Science and Safety	45	21
	Higher Diploma in Health and Social Care	50	44
	Higher Diploma in Medical and Health Products Management	120	87
	Higher Diploma in Nutrition and Food Management	90	32
	Higher Diploma in Sport and Recreation Management	120	124
	Higher Diploma in Sport Coaching and Sport Performance	160	174
	Higher Diploma in Hotel Management	85	65
	Higher Diploma in Tourism and Events Management	80	48
	Higher Diploma in Tourism and Hospitality Management	85	64
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	37
	Higher Diploma in Cybersecurity (Testing and Compliance)	35	11
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	80	36
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	39
	Higher Diploma in Digital Fashion Creation	15	14
	Higher Diploma in Interior Design	30	31
	Higher Diploma in Nursing Studies (Mental Health Care)	55	55
	Higher Diploma in Health Care	400	451
	Higher Diploma in Resort and Theme Park Management	30	23
	Higher Diploma in Tourism and Airline Studies	30	28
	Higher Diploma in Tourism and Hospitality Studies	25	29
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35	35
Tung Wah College	Higher Diploma in Health Science	50	48
	Higher Diploma in Nursing	80	86
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	10	0
Total		2 330	2 043

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated sub-degree programmes and number of subsidised places**

Institution	Programme	No. of subsidised places
Caritas Bianchi College of Careers	Higher Diploma in Design	35
	Higher Diploma in Film and Media Production	30
	Higher Diploma in Health Care	200
	Higher Diploma in Pharmaceutical Dispensing	130
	Higher Diploma in Hospitality Management	25
HKCT Institute of Higher Education	Higher Diploma in Cybersecurity (Testing and Compliance) (Note 1)	35
	Higher Diploma in Fitness, Coaching and Sports Management	50
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	20
	Higher Diploma in Food Science and Safety	45
	Higher Diploma in Health and Social Care	50
	Higher Diploma in Medical and Health Products Management	110
	Higher Diploma in Nutrition and Food Management	60
	Higher Diploma in Sport and Recreation Management	130
	Higher Diploma in Sport Coaching and Sport Performance	170
	Higher Diploma in Hotel Management	80
	Higher Diploma in Tourism and Events Management	70
	Higher Diploma in Tourism and Hospitality Management	80
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	50
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	40
	Higher Diploma in Digital Fashion Creation	15
	Higher Diploma in Interior Design	40
	Higher Diploma in Nursing Studies (Mental Health Care)	56
	Higher Diploma in Health Care	400
	Higher Diploma in Health and Molecular Testing	25
	Higher Diploma in Resort and Theme Park Management	30
	Higher Diploma in Tourism and Airline Studies	30
	Higher Diploma in Tourism and Hospitality Studies	25
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35
Tung Wah College	Higher Diploma in Health Science	50
	Higher Diploma in Nursing	80
Total		2 276

Note 1: The programme will be operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology from the 2025/26 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB049

(Question Serial No. 1693)

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 teachers (including principals) in public sector secondary schools (government, aided and caput) who left before the retirement age in the past 3 years;
- (2) the numbers of teachers (including principals) in public sector secondary schools (government, aided and caput) who left upon reaching the retirement age in the past 3 years;
- (3) the numbers of teachers (including principals) in public sector primary schools (government and aided) who left before the retirement age in the past 3 years;
- (4) the numbers of teachers (including principals) in public sector primary schools (government and aided) 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.: 6)

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 2021/22 to 2023/24 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
2021/22	2 770	620
2022/23	3 540	620
2023/24	2 820	800

Note:

- (1) Figures 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 structural 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

EDB050

(Question Serial No. 1694)

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 (EDB) 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 school supervisors and school managers who met the targets from the 2019/20 to 2024/25 school years, in the form of a table.
- (2) Given that many school supervisors and school managers still have not met the targets after the COVID-19 epidemic, has the Government identified the reasons and recommended improvements?
- (3) Has the Government considered 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?
- (4) Regarding the “Information Bank of Persons who are Interested to Serve as School Managers in Incorporated Management Committees of Aided Schools” (the Information Bank) established by EDB, how many personnel in total are currently registered and what sectors are involved? How many from the Information Bank were appointed as school managers in the past 3 years?

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

Reply:

(1) to (3)

The Education Bureau (EDB) has set soft training targets for school supervisors and school managers of Incorporated Management Committee (IMC) schools. These targets had been trialled for 4 school years starting from the 2019/20 school year. The numbers and

percentages of school supervisors and school managers of IMC schools who have attained the requirements of the soft training targets from the 2019/20 to 2023/24 school years are as follows –

School year	2019/20		2020/21		2021/22		2022/23		2023/24	
	School supervisor	School manager	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	658	9 147
Attainment rate (%)	12	31	30	53	21	48	40	55	77	78

Note: As the 2024/25 school year has not yet ended, the relevant data is currently unavailable.

In the 2023/24 school year, the numbers and percentages of school supervisors and school managers receiving training increased significantly compared with those in the previous years. EDB has conducted a survey on the training of school supervisors and school managers, and it is considered that the current required hours of the training targets are appropriate. EDB will maintain the relevant requirements for the time being and has implemented various enhancement measures starting from the 2024/25 school year to strengthen the support for the training of school managers and enhance the effectiveness of IMC in school governance.

Starting from the 2024/25 school year, IMCs are required 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. A Certificate of Appreciation will be issued to IMCs in recognition of school supervisors' and school managers' attainment of the required training hours.

Meanwhile, EDB has launched a one-stop website “School-based Management Information Online” (<https://sbm.edb.gov.hk/en>) which provides vast information and more diverse training modes and programmes to cater for the needs of different school supervisors and school managers. Among those, the “School-based Management Learning Channel” and “E-learning Courseware for School Managers” facilitate school managers to plan training and engage in self-learning according to their individual needs. The school manager training record online platform allows schools to check and review the training progress of their school managers. The “School Supervisor Roundtable” has been included in the “Structured Manager Training Programmes” to provide school supervisors with exchange opportunities among school sponsoring bodies (SSBs). The website also sets out the Suggested Learning Areas for School Supervisors and School Managers formulated by EDB to encourage IMCs, school supervisors and school managers to plan and arrange training, taking into account the school context and concerns of SSBs, etc. EDB will keep the objectives, content and mode of training under review to enhance the effectiveness of school governance. Besides, EDB will continue to follow up on schools which have yet to meet the requirements in a timely manner, and their school supervisors will be invited to participate in training programmes with training places reserved for them.

(4)

To support SSBs and IMCs in search of suitable persons, EDB has put in place the “Information Bank of Persons Who are Interested to Serve as School Managers in IMCs of Aided Schools” (Information Bank). Currently, the Information Bank contains particulars of 94 professionals from sectors such as accountancy, legal, engineering, surveying,

architecture and education for the reference of SSBs/IMCs. We understand that individual SSBs have established their own databases. EDB does not maintain information about the persons in the Information Bank who have been appointed as school managers by individual SSBs.

- End -

CONTROLLING OFFICER'S REPLY

EDB051

(Question Serial No. 1695)

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:

Based on actual operational needs, schools may install electric vehicle (EV) charging facilities on their premises in compliance with relevant legislation and regulations. The Education Bureau (EDB) has indicated that it would consult relevant government departments and examine the formulation of guidelines applicable to schools, so that schools can better understand the required legislation and regulations, as well as the considerations related to the installation of EV charging facilities. In this connection, will the Government advise this Committee of –

- (1) the numbers of secondary and primary schools that have installed EV charging facilities and the numbers of charging facilities involved from the 2019/20 to 2024/25 school years, in the form of a table;
- (2) further to the above question, the numbers of government secondary and primary schools that have installed EV charging facilities and the numbers of charging facilities involved from the 2019/20 to 2024/25 school years;
- (3) whether EDB has finalised the formulation of guidelines and informed schools of the relevant legislation and regulations related to the installation of EV charging facilities; if yes, of the details; if no, of the reasons.

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

Reply:

(1) to (3)

Currently, some school premises are provided with a few parking spaces to meet operational needs. To work towards to the goal of achieving carbon neutrality, electric vehicle (EV) charging facilities will be installed at designated parking spaces of new school premises constructed by the Architectural Services Department. As for existing school premises, schools can submit application to the Education Bureau (EDB) for installing EV charging facilities under the annual Major Repairs mechanism as necessary. EDB will consider the applications based on the principle of effective utilisation of public resources and the actual

needs of the schools. As charging facilities are a relatively new type of equipment to schools, EV charging facilities are not installed at government primary and secondary schools at present. EDB does not maintain information on EV charging facilities installed on the premises of other schools.

In addition, EDB has formulated internal guidelines on handling enquiries and applications for installing EV charging facilities on school premises. Schools may, based on actual operational needs and having fully consulted key stakeholders, as well as obtained approval from the Incorporated Management Committee/School Management Committee, submit applications to EDB for installing EV charging facilities at designated parking spaces within the registered school premises. Generally speaking, schools should observe the legal requirements on EV charging facilities and the installation works and draw up school-based mechanism and guidelines, including determining the charging fees based on the “user pays” principle.

- End -

CONTROLLING OFFICER'S REPLY

EDB052

(Question Serial No. 1696)

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:

Under the Enhanced School Complaint Management Arrangements, if complaints lodged by parents, students or the public concerning the daily operations or internal affairs of schools remain unresolved after investigation and appeal procedures through the school-based mechanism, the complainants, the schools or the Education Bureau may request the Review Board on School Complaints (Review Board) to review the cases concerned. In this connection, please advise this Committee of the following –

- (1) Please tabulate the numbers of complaints received, reviewed and refused by the Review Board in the past 3 years.
- (2) Further to the above question, please tabulate the numbers of cases that were closed, settled through mediation, reinvestigated, and addressed with other recommendations by the Review Board.
- (3) Please provide the actual expenditures incurred by the Review Board Secretariat in the past 3 years, as well as the estimated expenditure for 2025-26.

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

Reply:

(1) to (3)

The Review Board on School Complaints (Review Board) is responsible for reviewing school-related complaint cases that have been gone through the investigation and appeal stages of the school-based mechanism. If these complaint cases remain unresolved after the investigation and appeal stages, the complainants, schools or the Education Bureau (EDB) may request the Review Board to review the complaint cases under the following circumstances as set out in the guidelines. For example, the complainant provides substantial grounds or new evidence to show that the school and/or EDB have handled the case improperly; or the complaint has been properly dealt with through the established procedures by the school, but the complainant refuses to accept the investigation result and

continues to lodge the same complaint to the school/EDB. School-related complaints in general can be settled through the informal and formal school-based complaint handling procedures. In the past 3 years, the Review Board received no applications for review of complaint cases that met the above circumstances. EDB is using its existing resources to carry out relevant work. As the manpower and expenditure involved are subsumed under the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY**EDB053****(Question Serial No. 1697)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau (EDB) supports schools in implementing preventive, developmental and remedial student guidance services. This includes regularly updating guidelines, providing resources related to student guidance, and organising training and activities for school personnel. In this connection, please advise this Committee of the following –

- (1) the latest progress of the Government's work on student guidance;
- (2) a breakdown of the expenditures on student guidance for primary and secondary school students in the past 3 school years by type of subsidies;
- (3) the numbers of students in each type of primary school (including government primary schools, aided primary schools, Direct Subsidy Scheme (DSS) primary schools and private primary schools) and secondary school (including government secondary schools, aided secondary schools, subsidised secondary schools, DSS secondary schools and private secondary schools), and the respective numbers of personnel engaging in student guidance work (as tabulated below);

	Category of subventions	No. of students	No. of personnel engaging in student guidance work
Primary school	Government		
	Aided		
	DSS		
	Private		
Secondary school	Government		
	Aided		
	Subsidised		
	DSS		
	Private		

- (4) the numbers of personnel engaging in student guidance work in each type of school, broken down by their qualifications in counselling: (i) Master's degree or above in Counselling, (ii) Bachelor's degree in Counselling, (iii) certificate in a counselling-related course, and (iv) other counselling-related qualifications (as tabulated below);

	Category of subventions	(i)	(ii)	(iii)	(iv)	Total
Primary school	Government					
	Aided					
	DSS					
	Private					
Secondary school	Government					
	Aided					
	Subsidised					
	DSS					
	Private					

- (5) the numbers of personnel engaging in student guidance work in each type of school, broken down by post title (as tabulated below); and

	Category of subventions	Student Counsellor	Counsellor	Student Support Assistant	Assistant Counsellor	Life Planning Counsellor	Integrated Education Counsellor	Others (please specify)
Primary school	Government							
	Aided							
	DSS							
	Private							
Secondary school	Government							
	Aided							
	Subsidised							
	DSS							
	Private							

- (6) In accordance with the Guide on Comprehensive Student Guidance Service (CSGS), EDB provides primary schools with the School Social Work Service Grant (SSWSG), the Consultation Service Grant (CSG), and the Top-up Grant. Both SSWSG and CSG require that the student guidance personnel (SGP) employed be school social workers. The Top-up Grant, on the other hand, can be used to employ SGP outside the regular staff establishment, including registered teachers with experience in guidance and/or teaching, registered social workers, or professionals with equivalent qualifications in guidance. Regarding the Top-up Grant, please provide information on the total expenditure, the number of primary schools receiving the grant, and the total number of SGP outside the regular staff establishment employed, broken down by their qualifications (as tabulated below).

Total expenditure on the Top-up Grant under CSGS in the latest year						
No. of primary schools receiving the Top-up Grant						
Expenditure on employment of SGP outside the regular staff establishment						
No. of SGP outside the regular staff establishment employed with the Top-up Grant	Registered teachers with experience in guidance	Registered teachers with experience in teaching	Registered social workers	Professionals with qualifications in guidance	Professionals with other qualifications	Total

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

Reply:

(1)

The Education Bureau (EDB) provides comprehensive student guidance and support services to public sector schools through the implementation of Whole School Approach and multi-disciplinary collaboration. Teachers, in collaboration with professional staff (including guidance personnel, school social workers and school-based educational psychologists), provide preventive, remedial and developmental student guidance services. EDB has all along adopted a multi-pronged approach to nurturing students. This approach includes enhancing the development of proper values and attitudes through school curricula, learning and teaching resources and diverse student activities. EDB also organises various programmes on student growth on an on-going basis, such as the Enhanced Smart Teen Project, the “WE” Positive Dynamic Scheme, and the Pupil Ambassador Scheme on Positive Living, to strengthen students’ resilience, promote the spirit of caring for others, respect and self-discipline and help students embrace challenges with courage, optimism and a positive attitude through adventure-based, team-building and problem-solving training.

Moreover, EDB has been promoting a caring and harmonious school culture, strengthening the relationship between teachers and students and enhancing peer support by taking a positive approach to guidance and discipline so that students can enjoy their learning and school life and develop healthily. EDB collaborates with non-governmental organisations to organise an annual award scheme to openly recognise schools that are dedicated to implementing caring school measures. In addition, we implement the policy of preventing and handling school bullying in a multi-pronged approach, which includes providing schools with resource packages and teaching materials on the prevention of school bullying, helping schools develop school-based Peer Support networks, as well as launching the Peer Mediation Training Project for Peace Ambassadors, the Harmonious School Net, and the Wise NET School Recognition Scheme, which serve to encourage schools to share their successful experience in fostering a harmonious school environment. To further support students and parents in handling student peer conflicts or school bullying issues, EDB has been providing the Harmonious School: One-Stop Hotline and Counselling Services since May 2024, for

which registered social workers provide advice, counselling and case referral services for students and parents through the hotline and instant messaging software, as well as on-site support services for primary and secondary schools with needs.

Furthermore, EDB provides teachers and student guidance personnel (SGP) with professional training on an on-going basis, including certificate courses on guidance and discipline as well as seminars and sharing, to facilitate the implementation of student guidance work at schools and encourage exchange among schools. EDB will continue to offer appropriate support to schools through professional consultation, school visits and school-based training activities in light of their needs.

(2) to (6)

The numbers of students studying in ordinary primary and secondary schools in the 2023/24 school year are set out below –

	Category of subventions	No. of students Notes (1) and (2)
Primary school	Government	18 846
	Aided	238 829
	Direct Subsidy Scheme	15 803
	Private	52 086
	Total	325 564
Secondary school	Government	18 882
	Aided	233 896
	Caput	1 337
	Direct Subsidy Scheme	45 870
	Private	28 489
	Total	328 474

Notes:

- (1) Figures refer to the position as at mid-September of the 2023/24 school year.
- (2) Figures 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.

The Government continues to allocate resources to enhance the quality of guidance services in schools. For primary schools, EDB has increased resources for public sector primary schools under a new funding mode by implementing the policy of “one school social worker for each school” since the 2018/19 school year. Under the new funding mode, schools may, having regard to their school-based circumstances, opt to create a regular Assistant Social Work Officer post to employ at least one school-based registered graduate social worker with professional qualifications, or to receive the School Social Work Service Grant to either employ a school-based registered graduate social worker or hire the service of a school-based registered graduate social worker from a social work service provider. Moreover, schools are also provided with the Consultation Service Grant to procure consultation, supervision or other services for supporting school social workers.

Primary schools that employ Student Guidance Teachers or receive Student Guidance Service Grant can continue with the existing arrangements. The original Top-up Student Guidance Service Grant (Top-up Grant) has been enhanced, providing all public sector primary schools with additional resources to enhance school social work and guidance services. In the 2023/24 school year, 416 public sector primary schools were eligible for the Top-up Grant, and the numbers of social workers and Student Guidance Teachers serving in public sector

primary schools were 692 and 59 respectively. The expenditures for student guidance services in public sector primary schools in the 2021/22 to 2023/24 school years are tabulated as follows –

Manpower/grants for student guidance services provided to public sector primary schools	Expenditure (\$ million)		
	2021/22	2022/23	2023/24
Old funding mode			
Student Guidance Teacher	82.52	65.90	58.74
Student Guidance Service Grant ^{Note}	4.35	1.37	0
Top-up Student Guidance Service Grant	29.68	23.73	20.07
New funding mode			
Regular Assistant Social Work Officer	52.70	57.42	65.20
School Social Work Service Grant	190.05	208.08	222.65
Consultation Service Grant	48.61	53.21	56.72
Top-up Student Guidance Service Grant	85.81	91.44	92.85
Total expenditure	493.72	501.15	516.23

Note: All schools receiving Student Guidance Service Grant have switched to the new funding mode starting from the 2023/24 school year.

For secondary schools, the Social Welfare Department (SWD) has implemented the measure of “two school social workers for each school” since the 2019/20 school year. 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 students in need with more in-depth counselling and group/activity services, SWD has increased the supporting manpower for school social work services in all secondary schools in Hong Kong since the 2021/22 school year, with a view to assisting school social workers in handling administrative work and implementing activities. According to SWD, there were 924 social workers providing school social work services in secondary schools in 2023-24. For the years 2021-22 to 2023-24, the expenditures for social work services in secondary schools were \$758 million, \$782 million and \$814 million respectively.

Under the Whole School Approach, student guidance work is not only the responsibility of individual teachers, school social workers or SGP. All school personnel should work collaboratively, with the joint efforts of professionals from different disciplines, to provide students with comprehensive guidance services. The needs of the guidance and social work services of individual schools vary. Schools may, according to students’ needs, flexibly deploy relevant grants or pool together other school resources to employ qualified SGP or procure related services from organisations. Therefore, EDB does not maintain information on the numbers and qualifications of different types of guidance personnel (including SGP employed with the Top-up Grant), nor the expenditures incurred by schools in employing SGP outside the regular staff establishment.

- End -

CONTROLLING OFFICER'S REPLY**EDB054****(Question Serial No. 1698)**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, please 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) Please tabulate the numbers of local NCS students enrolled in University Grants Committee-funded sub-degree and First-Year-First-Degree programmes via the Joint University Programmes Admissions System (JUPAS), as well as their percentages in the total number of NCS students joining JUPAS in the past 3 years;
- (3) Please tabulate the numbers of local NCS students admitted by funded universities through the School Nominations Direct Admission Scheme, as well as their percentages in the number of NCS students taking the Hong Kong Diploma of Secondary Education Examination in the past 3 years.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 11)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 2021/22 to 2023/24 school years are tabulated as follows –

Grade level	No. of NCS students		
	2021/22 school year	2022/23 school year	2023/24 school year
Kindergarten (K1 to K3)	12 612	11 780	12 235

Grade level	No. of NCS students		
	2021/22 school year	2022/23 school year	2023/24 school year
Primary 1 to Primary 6	10 200	10 248	10 486
Secondary 1 to Secondary 6	10 060	10 078	10 243

Notes:

- (1) Figures 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)

The relevant figures for local NCS students enrolled in University Grants Committee (UGC)-funded sub-degree and First-Year-First-Degree (FYFD) programmes via the Joint University Programmes Admissions System (JUPAS) from the 2021/22 to 2023/24 academic years are tabulated as follows –

Programme	Actual enrolment of local NCS students (via JUPAS)		
	2021/22 academic year	2022/23 academic year	2023/24 academic year
UGC-funded sub-degree programmes	10	9	5
UGC-funded FYFD programmes	108	149	146
Total	118	158	151

Note:

- (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.

The Education Bureau (EDB) does not maintain data on the percentage of local NCS students enrolled in UGC-funded sub-degree and FYFD programmes via JUPAS in the total number of NCS students joining JUPAS.

(3)

EDB does not compile statistical data on the number of local NCS students admitted to funded universities through the School Nominations Direct Admission Scheme.

- End -

CONTROLLING OFFICER'S REPLY

EDB055

(Question Serial No. 1700)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please provide the following information by institution and programme for the past 3 years –

- (1) the numbers of intakes of self-financing taught postgraduate programmes offered by the University Grants Committee (UGC)-funded universities by institution and place of origin;
- (2) the numbers of intakes of self-financing research postgraduate programmes offered by UGC-funded institutions by institution and place of origin.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 13)

Reply:

(1)

The actual intakes of locally-accredited self-financing taught postgraduate (TPg) programmes offered by the University Grants Committee (UGC)-funded universities by institution and place of origin from the 2021/22 to 2023/24 academic years (AYs) are at **Annex 1**. Relevant information for the 2024/25 AY is not yet available from relevant institutions.

(2)

The actual intakes of locally-accredited self-financing research postgraduate (RPg) programmes offered by UGC-funded universities by institution and place of origin from the 2022/23 to 2024/25 AYs are at **Annex 2**.

**Actual Intakes of Locally-accredited Self-financing TPg Programmes Offered by
UGC-funded Universities by Institution and Place of Origin
from the 2021/22 to 2023/24 AYs**

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
2021/22	City University of Hong Kong	793	2 862	27	3 682
	Hong Kong Baptist University	801	1 997	56	2 854
	Hong Kong Baptist University – School of Continuing Education	70	0	2	72
	Lingnan University	123	1 212	23	1 358
	The Chinese University of Hong Kong	2 922	3 042	48	6 012
	The Education University of Hong Kong	425	944	12	1 381
	The Hong Kong Polytechnic University	1 879	2 713	70	4 662
	The Hong Kong University of Science and Technology	547	2 181	148	2 876
	The University of Hong Kong	3 130	3 788	176	7 094
	The University of Hong Kong – School of Professional and Continuing Education	703	7	17	727
2022/23	City University of Hong Kong	707	4 053	28	4 788
	Hong Kong Baptist University	664	2 250	62	2 976
	Hong Kong Baptist University – School of Continuing Education	43	1	0	44
	Lingnan University	91	1 722	23	1 836
	The Chinese University of Hong Kong	2 713	3 513	65	6 291
	The Education University of Hong Kong	321	1 315	8	1 644
	The Hong Kong Polytechnic University	1 625	3 056	45	4 726
	The Hong Kong University of Science and Technology	511	2 412	82	3 005
	The University of Hong Kong	2 888	5 530	170	8 588
	The University of Hong Kong – School of Professional and Continuing Education	619	5	21	645
2023/24	City University of Hong Kong	742	4 154	27	4 923
	Hong Kong Baptist University	587	2 262	60	2 909
	Hong Kong Baptist University – School of Continuing Education	40	2	2	44
	Lingnan University	77	1 839	27	1 943
	The Chinese University of Hong Kong	2 718	4 208	67	6 993
	The Education University of Hong Kong	367	1 671	9	2 047
	The Hong Kong Polytechnic University	1 598	3 650	42	5 290
	The Hong Kong University of Science and Technology	472	2 366	69	2 907
	The University of Hong Kong	2 832	6 885	257	9 974
	The University of Hong Kong – School of Professional and Continuing Education	555	19	9	583

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.

**Actual Intakes of Locally-accredited Self-financing RPg Programmes Offered by
UGC-funded Universities by Institution and Place of Origin
from the 2022/23 to 2024/25 AYs**

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
2022/23	CityU	25	423	20	469
	HKBU	9	40	0	49
	LU	7	10	0	17
	CUHK	40	139	0	179
	EdUHK	0	0	0	0
	PolyU	44	403	31	478
	HKUST	37	207	26	270
	HKU	56	127	7	191
2023/24	CityU	19	417	8	444
	HKBU	12	124	3	139
	LU	3	17	0	20
	CUHK	40	98	6	144
	EdUHK	2	2	0	4
	PolyU	30	481	20	531
	HKUST	35	229	11	275
	HKU	65	139	6	210
2024/25 (Provisional figures)	CityU	20	387	10	416
	HKBU	10	110	5	125
	LU	5	13	2	20
	CUHK	56	150	6	212
	EdUHK	1	2	0	3
	PolyU	37	545	19	601
	HKUST	34	240	13	287
	HKU	48	158	8	214

Notes:

1. Self-financing RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. The number of students of self-financing RPg programmes 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.

Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

EDB056

(Question Serial No. 1701)

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, please advise this Committee of the following –

- (1) a table detailing the dates, purposes of visits, entourage sizes, related expenditures and details of duty visits outside Hong Kong made by the aforesaid officials in the 2024-25 financial year;
- (2) the actual expenditure on duty visits in each of the past 3 years;
- (3) the estimated expenditure for duty visits planned for 2025-26;
- (4) the adjustments made by the Education Bureau to the arrangements for duty visits to meet the Government's target of controlling expenditure and making good use of fiscal resources in light of the prevailing fiscal position.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 14)

Reply:

(1)

Information about duty visits outside Hong Kong made by the Secretary for Education (SED), Under Secretary for Education (US(Ed)) and Permanent Secretary for Education (PS(Ed)) in 2024-25 is at the Annex. The Political Assistant to SED did not make any duty visits outside Hong Kong in 2024-25.

(2)

The total actual expenditures on duty visits outside Hong Kong made by SED, US(Ed) and PS(Ed) in 2022-23, 2023-24 and 2024-25 (as at 7 March 2025) were about \$130,000, \$1.29 million and \$820,000 respectively.

(3) and (4)

The duty visit plan for 2025-26 is yet to be confirmed. The estimated expenditure is about \$790,000. When formulating duty visit plans, the Education Bureau will, as in the past, continue to ensure the necessity of the visits and the proper planning of itineraries to ensure the efficient use of resources.

(1) Duty visits outside Hong Kong made by SED**2024-25 Financial year (as at 7 March 2025)**

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred for SED \$
28 March to 3 April 2024	Beijing, Shaanxi and Yunnan	To attend the opening ceremony of the National Security Education Study Tour in Beijing, lead a delegation of Chinese history teachers to visit Shaanxi, and attend the closing ceremony of the Yunnan cultural exchange tour under the Strive and Rise Programme	1	44,861
16 to 23 April 2024	Malta and Germany	To attend the Programme for International Student Assessment (PISA) Governing Board Meeting in Malta, speak at a related forum, and visit Germany to learn about the local developments in vocational and professional education and training (VPET)	1	116,725
7 to 11 May 2024	Beijing	To lead a delegation of Hong Kong higher education institutions to visit Beijing, and attend the closing ceremony of a Mainland study tour for Hong Kong's promoted teachers	2	25,341
27 May to 2 June 2024	United States of America	To attend the NAFSA Annual Conference & Expo to promote the advantages of Hong Kong as an international post-secondary education hub	1	148,312
12 to 14 August 2024	Shanghai	To visit Shanghai with the Legislative Council Panel on Education to learn about the latest local developments in patriotic education, digital education and innovation and technology	2	17,066
10 to 19 September 2024	France	To attend the WorldSkills Competition and Conference with a view to promoting VPET, and attend the European Association for International Education Conference and Exhibition to promote the advantages of Hong Kong as an international post-secondary education hub	1	148,157
29 September to 1 October 2024	Beijing	To attend celebration activities of the 75 th anniversary of the founding of the People's Republic of China and visit the Ministry of Education (MoE)	1	25,750
28 to 31 October 2024	Jiangxi and Beijing	To attend the kick-off ceremony of the first Mainland study tour to Jiangxi for students of the subject of Citizenship and Social Development, and deliver a keynote speech at the China Annual Conference & Expo for International Education in Beijing to introduce the "Study in Hong Kong" brand	2	20,860
27 to 30 November 2024	Croatia	To attend the PISA Governing Board Meeting and speak at the PISA Conference to promote Hong Kong's quality education	1	114,102

(2) **Duty visits outside Hong Kong made by US(Ed)**

2024-25 Financial year (as at 7 March 2025)

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from SED's Office	Total expenditure incurred for US(Ed) \$
7 to 11 April 2024	Zhejiang and Sichuan	To attend the Gala for the Chinese Gardeners organised by MoE, and participate in the forum of the Sichuan-Hong Kong Vocational and Applied Education Alliance	-	26,841
11 to 13 June 2024	Shanghai	To visit Shanghai with the Curriculum Development Council to promote exchanges in Mathematics and STEAM education	-	16,353
11 to 12 July 2024	Guangzhou	To attend an education forum in leveraging Hong Kong's unique characteristics of education and its advantages as an international city, as well as the plaque unveiling ceremony of the Guangdong Liaison Unit of the Hong Kong Federation of Education Workers	-	12,234
20 to 22 August 2024	Guizhou	To participate in the 2024 China-ASEAN Education Cooperation Week and sign a Memorandum of Understanding on education co-operation in Guizhou	-	8,194
2 September 2024	Dongguan	To attend the Grand Opening Ceremony of City University of Hong Kong (Dongguan)	-	2,074
12 September 2024	Shenzhen	To meet with Mainland authorities to discuss various education matters	-	3,100
26 to 28 September 2024	Beijing	To lead the National Day and Professional Exchange Delegation from the Hong Kong education sector to visit Beijing	-	23,874
19 October 2024	Shenzhen	To attend the opening ceremony of the Hong Kong Higher Education Expo 2024 as well as a Shenzhen-Hong Kong youth flag raising ceremony to celebrate the 75 th anniversary of the founding of the People's Republic of China	-	3,325
21 November 2024	Zhuhai	To attend Guangdong-Hong Kong-Macao Sister School Contract Signing Ceremony 2024/25	-	58
16 December 2024	Guangzhou	To inspect the overall setup of Minxin Hong Kong School (Guangzhou Nansha) as an examination centre for conducting HKDSE examination in 2025, and attend a site visit to the Hong Kong University of Science and Technology (Guangzhou)	-	1,638
21 to 24 December 2024	Beijing and Shanghai	To join the 2 nd National Security Education Study Tour	-	23,924

(3) **Duty visits outside Hong Kong made by PS(Ed)**

2024-25 Financial year (as at 7 March 2025)

Date of visit	Place of visit	Main purpose of visit	Size of official entourage from EDB	Total expenditure Incurred for PS(Ed) \$
8 to 10 May 2024	Beijing	To visit Beijing with SED and a delegation of Hong Kong higher education institutions	-	26,109
22 June 2024	Shenzhen	To attend the first secondary school graduation ceremony and the ribbon-cutting ceremony for the opening of Culture and Sports Complex of Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School	-	4,294
2 to 4 July 2024	Guangzhou	To attend the Mainland-Hong Kong Teachers Exchange and Collaboration Programme 20 th anniversary celebration activities	-	1,299
22 August 2024	Guangzhou	To attend the meeting of the Hong Kong/Guangdong Expert Group on Co-operation in Education	-	1,125

- End -

CONTROLLING OFFICER'S REPLY**EDB057****(Question Serial No. 1713)**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:

There are views that the Vocational Training Council (VTC) has room for improvement in management. It is learnt that there have been internal staff complaints about unreasonable treatment. In this connection, please advise this Committee of the following –

- (1) the VTC's staff establishment for school administration and management that involved Government subventions in the past 3 years, the amounts involved and the relevant details;
- (2) the numbers of complaints the Education Bureau received against VTC, and the time spent on handling these complaints in hour in the past 5 years; and the overall expenditures on handling these complaints in terms of the staff establishment involved in the past 5 years.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 26)Reply:

(1)

The staff establishment for school administration and management of the Vocational Training Council (VTC) and the amounts involved in the past 3 academic years are set out below –

Academic year	Staff establishment ^{Note}	Amount involved (\$ million)
2022/23	211	156
2023/24	216	172
2024/25	227	185

Note:

Generally speaking, school administration and management in VTC are undertaken by staff members at officer rank or above. The establishment above includes staff members at officer rank or above in VTC member institutions involving Government subventions (Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College, Pro-Act by VTC, Maritime Services Training Institute, Hong Kong Institute of Information Technology, Hotel and Tourism Institute, Chinese Culinary Institute, International Culinary Institute and Shine Skills Centre).

(2)

As a statutory body, VTC is required to handle staff matters in accordance with its governance structure and internal mechanisms. The Education Bureau (EDB) does not maintain statistics on complaint cases against individual institutions. As handling complaints is part of EDB's routine and the relevant expenditure is subsumed under EDB's overall expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB058

(Question Serial No. 1879)

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

- (1) the proportion of expenditure on Science, Technology, Engineering, the Arts and Mathematics in the total expenditure for promoting STEAM education, and the results achieved over the past 3 years;
- (2) whether any key performance indicators are in place on promoting STEAM education;
- (3) whether the current STEAM education curriculum is able to equip students with the skills that meet the market demand of the business sector.

Asked by: Hon FOK Kai-kong, Kenneth (LegCo internal reference no.: 4)

Reply:

(1) and (2)

Overall measures relating to STEAM education

The Education Bureau (EDB) has been continuously implementing diversified strategies to step up the promotion of Science, Technology, Engineering, the Arts and Mathematics (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 fostering their creative thinking. Relevant measures include renewing curriculum, providing learning and teaching resources, enhancing professional development of teachers, and collaborating with professional bodies and I&T organisations to organise STEAM learning activities for students, etc.

The Chief Executive has laid down 17 key performance indicators regarding the promotion of STEAM education in primary and secondary schools in the 2022, 2023 and 2024 Policy Addresses. Among these indicators, 9 have been completed, while the other 8 are progressing on schedule. Details are as follows –

Completed

- Designate a STEAM co-ordinator in all publicly-funded schools starting from the 2022/23 school year;
- Arrange for STEAM co-ordinators/teachers of at least 75% of publicly-funded schools to undergo core professional training on I&T by the 2023/24 school year;
- Organise or participate in quality STEAM activities of reasonable scale at the school, inter-school, territory-wide or international level by all publicly-funded schools starting from the 2023/24 school year;
- Announce the curriculum framework of the Science subject for primary schools within the 2023/24 school year for implementation starting from the 2025/26 school year, with a view to strengthening students' scientific and creative thinking;
- Implement enriched coding education and incorporate learning elements of I&T (e.g. artificial intelligence (AI)) in the relevant curricula at the upper primary and junior secondary levels respectively in at least 75% of publicly-funded schools by the end of the 2024/25 school year;
- Set up school-based student talent pool in at least 75% of publicly-funded primary and secondary schools to identify and nurture gifted talent by the end of the 2024/25 school year;
- Establish the Steering Committee on Strategic Development of Digital Education in the 2024/25 school year;
- Promulgate the updated curriculum document for the Science subject (S1-3) within the 2024/25 school year for piloting by schools in the 2025/26 school year and implementation starting from the 2027/28 school year; and
- Launch a pilot scheme in the 2024/25 school year to promote AI-assisted teaching in the junior secondary Science subject with the participation of at least 50 publicly-funded secondary schools, enabling teachers to take part in professional training and carry out classroom teaching practice.

Progressing on target

- Complete all tryout lessons under the pilot scheme on mathematical modelling at primary level by the end of the 2024/25 school year;
- Arrange for at least one Mathematics teacher in each publicly-funded secondary school to undergo professional development training on mathematical modelling by the end of the 2025/26 school year;
- Host an international summit and workshop series on the use of AI in the 2024/25 school year with an attendance of no less than 1 000;
- Collaborate with local, Mainland or international I&T organisations and tertiary institutions to offer at least 800 training places in the 2024/25 and 2025/26 school years;
- Provide at least 200 professional development programmes related to information technology in education for teachers, as well as at least 100 times of on-site support service for schools in the 2024/25 school year;
- Launch an online learning platform for knowledge and skills related to AI and computational thinking within 2025, as well as a webpage featuring expert lecture videos;
- Provide at least 8 000 places for relevant competitions and training organised by the Hong Kong Academy for Gifted Education in the 2024/25 and 2025/26 school years; and
- At least 700 schools to participate in the Quality Education Fund e-Learning Funding Programme annually in the 2024/25 to 2026/27 school years.

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 schools with the 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 diversified experiential learning activities in line with the school curriculum, 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 2023/24 school years, QEF approved over 1 200 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 \$1.1 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)

In this rapidly evolving era of I&T, we need to cultivate a new generation capable of integrating multi-disciplinary knowledge and inspire their innovative spirit. EDB is stepping up the promotion of STEAM education in primary and secondary schools, which includes renewing curriculum, providing teaching resources and enhancing teacher training, with the aim of strengthening students' interest and abilities in I&T and promoting their scientific and technology literacy.

Through cross-disciplinary STEAM learning (such as project learning and thematic learning), students can learn to integrate and apply knowledge in mathematics, science and technology, including scientific inquiry, basic engineering design, coding, aesthetic elements and data analysis, etc, to solve real-life problems and foster creative thinking. We also encourage students to make effective use of I&T (including AI) and adopt positive values and attitudes towards the development of science and innovation. Therefore, the continuous stepping up of promotion of STEAM education can better equip students to meet future challenges and suit the needs of the labour market.

- End -

CONTROLLING OFFICER'S REPLY

EDB059

(Question Serial No. 1890)

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 Matters Requiring Special Attention in 2025-26 under Programme (7), the Government considers providing additional subsidies for qualified applied degree programmes so as to encourage institutions to offer more applied degree programmes and enhance enrolment incentive, and at the same time tie in with the long-term policy objective of developing Hong Kong into an international hub for post-secondary education. In this connection, please advise this Committee of the following –

- (1) What were the numbers of intake places and actual intakes of the applied degree programmes offered by institutions in the past 3 years? What were the amounts of tuition fee subsidy involved? Has the Government conducted any specific effectiveness evaluation on whether the number of programmes available suffice to address the actual demand, and on the employment status of graduates? In addition, what are the further measures and resource allocation in the future to promote vocational and professional education and training (VPET) as a preferred option?
- (2) The role of self-financing post-secondary institutions is pivotal in promoting applied degree programmes and VPET. What are the Government's measures to support the development of self-financing institutions? What are the related resource allocation and effectiveness evaluation?
- (3) It is mentioned in paragraph 150 of the Budget Speech that a new round of the Land Grant Scheme and the Start-up Loan Scheme have been launched. What are the specific implementation details, progress and expenditures involved, including the quantity and locations of the land granted, the amount of interest-free loans disbursed, and the institution applicants?

Asked by: Hon FOK Kai-kong, Kenneth (LegCo internal reference no.: 15)

Reply:

(1)

The Government launched 2 rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Under the Pilot Project, 8 pilot applied degree programmes offered by 4 self-financing post-secondary institutions were selected and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) was appointed as a consultant to assist institutions in developing the programmes. The first batch of pilot programmes was launched in the 2022/23 academic year, and the second batch in 2024/25. The numbers of places subsidised under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) and the actual intakes (full-time local students) of the respective programmes in the 2022/23 to 2024/25 academic years are set out at **Annex 1**.

We noticed that the applied degree programmes have attracted students of diverse backgrounds, enrolling through various routes (such as part-time mode or senior-year entry), and that there is an increasing trend in number of intakes. In addition, we have provided additional support for applied degree programmes through SSSDP starting from the 2024/25 academic year, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors as well as enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of around \$5,000 (for non-laboratory-based applied degree programmes) and around \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone relevant accreditation. In the 2024/25 academic year, each eligible student may receive subsidies up to \$50,810 or \$87,770 respectively under the aforesaid measures. Around 2 400 students enrolling in relevant applied degree programmes are benefitted. The amount of additional subsidies involved is around \$17.5 million. Since the first cohort of students enrolled in the pilot programmes and benefitting from SSSDP has not yet graduated, information on the employment status of graduates is currently not available.

(2)

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 2024/25 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 talents 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 2024/25 academic year are set out at **Annex 2**.

Applications from self-financing institutions under the aforementioned support measures are assessed on a meritorious basis, having regard to their respective objectives, scope, and selection criteria. In this connection, the Sub-committee on Support Measures has been established under the Committee on Self-financing Post-secondary Education (CSPE) to examine and assess applications from self-financing institutions under support measures such as SPEF and ESGS; make recommendations to EDB on the applications; as well as advise EDB on the operations of the support measures.

EDB reviews the effectiveness of the abovementioned support measures from time to time to consider suitable enhancements, with a view to ensuring that their respective policy objectives can be achieved and supporting the sustainable development of the self-financing post-secondary education sector. For example, under ESGS and QESS, institutions are required to formulate a series of performance indicators in their proposals when applying for funding. When assessing the applications, EDB will also consult the relevant policy bureaux as necessary. If the application is approved, the institution is required to submit progress reports to EDB on a regular basis to review the implementation progress of the project concerned and whether the performance indicators can be achieved. In the event that a project is not implemented according to the schedule and fails to achieve the performance

indicators, EDB reserves the right to withhold or terminate further payment to the institution concerned, or even seek repayment of the funding released from the institution.

(3)

On 30 December 2024, EDB launched a new round of the Land Grant Scheme (LGS) and the Start-up Loan Scheme (SLS), with the application deadline set for 31 March 2025. Under LGS, a land site located on Man Lai Road, Tai Wai, is available for applications by non-profit-making post-secondary institutions to operate locally-accredited self-financing post-secondary programmes at the sub-degree level or above. SLS aims to provide interest-free loans to course providers of full-time locally-accredited self-financing post-secondary programmes to support them in providing or enhancing teaching and other ancillary facilities and/or reprovisioning existing college campuses operating in sub-optimal environment for the purpose of enhancing the overall learning experience of and support for students.

EDB, in collaboration with CSPE, will vet the applications and announce the results in due course. Since the vetting process is still underway, information such as the amount involved is not yet available.

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	640
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management programme	-	-	-	-	24	30
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification programme	50	22	55	51	70	74
	Bachelor of Business Administration with Honours in Sports and Recreation Management programme	-	-	-	-	154	174
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	23
	Bachelor of Engineering (Honours) in Building Services Engineering programme	-	-	-	-	130	107
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology programme	50	5	100	34	80	54
	Bachelor of Health Information and Services Management (Honours) programme	-	-	-	-	40	28

Note 1: Programmes for the first round and the second round of the Pilot Project were launched in the 2022/23 and 2024/25 academic years respectively.

Note 2: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

Note 3: SSSDP has been expanded to cover top-up degree programmes from the 2023/24 academic year.

**Amounts Disbursed under Various Support Measures for the Self-Financing Post-Secondary Education Sector
by Institution in the 2024/25 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	490	N/A	6,018
HKCT Institute of Higher Education	0	0	0	350	1,787	6,764
Hong Kong Chu Hai College	0	0	2,581	210	3,344	860
Hong Kong Nang Yan College of Higher Education	0	0	0	230	N/A	3,370
Hong Kong Shue Yan University	7,280	14,575	8,805	4,470	2,680	94,005
Saint Francis University	2,399	0	12,428	3,535	232,842	16,782
The Hang Seng University of Hong Kong	2,382	0	10,382	6,495	61,796	96,567
Tung Wah College	4,057	0	1,365	4,010	237,463	8,357
UOW College Hong Kong	0	0	0	1,180	2,932	3,645
Yew Chung College of Early Childhood Education	0	0	678	290	N/A	3,095
Caritas Bianchi College of Careers	1,638	0	N/A	380	25,098	N/A
Caritas Institute of Community Education	N/A	0	N/A	N/A	N/A	N/A
HKU SPACE Po Leung Kuk Stanley Ho Community College	0	0	N/A	3,535	35,510	N/A
Hong Kong Adventist College	0	0	N/A	80	N/A	N/A
Hong Kong College of Technology	0	0	N/A	360	5,020	N/A
Hong Kong Institute of Technology	0	0	N/A	490	N/A	10,128
YMCA College of Careers	0	0	N/A	N/A	0	N/A
City University of Hong Kong – School of Continuing and Professional Education	0	N/A	N/A	230	N/A	N/A
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	350	N/A	994 ^[5]	5,835	N/A	N/A
Lingnan University	N/A	N/A	N/A	665	N/A	N/A
Lingnan University – Lingnan Institute of Further Education	0	N/A	N/A	565	N/A	N/A
The Chinese University of Hong Kong – School of Continuing and Professional Studies	0	N/A	N/A	1,775	N/A	N/A
The Education University of Hong Kong	0	N/A	N/A	150	N/A	N/A
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	2,400	N/A	8,747 ^[6]	10,240	N/A	N/A
The Hong Kong University of Science and Technology	0	N/A	N/A	210	N/A	N/A
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	0	N/A	N/A	7,530	N/A	N/A
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	2,273	77,185	34,473 ^[7]	18,490	422,807	121,965
Vocational Training Council ^[8]	0	N/A	4,854 ^[9]	5,195	67,423	51,240
Hong Kong Art School	0	N/A	N/A	155	N/A	894

Notes:

- [1] Projects approved under QESS in the 2023/24 round of applications are implemented from the 2024/25 academic year and funds are disbursed to institutions in the 2024/25 academic year.
- [2] Application results of ESGS in the 2023/24 round of applications were announced in December 2024. A total of 3 projects were approved to support the respective institutions to develop the following full-time post-secondary programmes –
 - (a) Bachelor of Science with Honours in Diagnostic Radiography (Hong Kong Metropolitan University);
 - (b) Bachelor of Applied Science with Honours in Robotics and Automation Engineering (Hong Kong Metropolitan University); and
 - (c) Bachelor of Social Sciences (Hons) in Forensic and Investigative Psychology (Hong Kong Shue Yan University).
- [3] Application results of SPSS for the 2024/25 academic year have yet to be announced. The amounts disbursed in the 2023/24 academic year are shown in the table above for reference.
- [4] Relevant figures are subsidies disbursed in the 2024/25 academic year (as of February 2025).
- [5] Only applicable to the School of Continuing Education of Hong Kong Baptist University.
- [6] Only applicable to the School of Professional Education and Executive Development of The Hong Kong Polytechnic University.
- [7] Only applicable to Hong Kong Metropolitan University.
- [8] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- [9] Only applicable to the Technological and Higher Education Institute of Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB060

(Question Serial No. 1908)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

With the support of the \$100 million earmarked in last year's Budget, the Alliance of Universities of Applied Sciences (UAS) (the Alliance) has been formed with 4 post-secondary institutions as its members. Under Matters Requiring Special Attention in 2025-26 of this year's Estimates, the Education Bureau will "facilitate the development of UAS and elevate the status of vocational and professional education and training (VPET) at degree level". In this connection, please advise this Committee of the following –

- (1) Please provide the work plans of the Alliance, and the related expenditures, with a breakdown by programme development, teacher training, teaching facility construction and student support.
- (2) What are the indicators in place to evaluate if the effectiveness of various developments of the Alliance and UAS can achieve the expected policy objectives set on, inter alia, the number of programmes offered, the number of students, the number of graduates and the employment rate, as well as the enhancement of the recognition of VPET at degree level?
- (3) Given that the programmes offered by UAS emphasise application and practice, what are the strategies adopted by the Government and the Alliance to ensure that the related programmes can meet the local industries' demands?
- (4) Is there any collaboration with relevant industries to enhance the employment competitiveness of graduates? If yes, what are the details and the resources and expenditures involved?

Asked by: Hon FOK Kai-kong, Kenneth (LegCo internal reference no.: 33)

Reply:

(1) to (4)

To provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors, the Government has been promoting the establishment of universities of applied sciences (UAS), and, in February 2024, promulgated the criteria for qualifying as UAS along with the relevant mechanisms. UAS provide applied degree programmes with an applied focus blending theory and practice, and closely collaborate with professional skills sectors to 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. Subsequently, the Government announced in March and November 2024, respectively, that Hong Kong Metropolitan University (HKMU) and Saint Francis University had been confirmed as the first 2 UAS in Hong Kong after undergoing stringent procedures and reviews.

As mentioned in the 2024 Policy Address, the Government will continue to support the development of UAS, with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat is HKMU, which will take the lead in the development of the Alliance. The Education Bureau (EDB) has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB061

(Question Serial No. 1459)

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 Chief Executive proposes to develop Hong Kong into an international hub for post-secondary education and will set aside a start-up fund to support potential post-secondary institutions to form an “alliance of universities of applied sciences (UAS)”. In this connection, please advise this Committee of the following –

- (1) Officially established in November 2024, the alliance of UAS announced that 80 chambers of commerce and enterprises showed their support by joining the launch ceremony. What are the future plans on, among others, admission of new members to sustain the continuous development of the alliance and enhance its momentum?
- (2) For the coming 3 years, what plans (for example, on developing new programmes, organising international conferences, engaging in exchange with overseas and Mainland UAS) have been drawn up by member institutions and local industries and have resources been reserved to promote the development of applied education at post-secondary level in Hong Kong and nurture vocational talents required for the industries and the social and economic development?
- (3) Has the alliance actively planned to liaise and collaborate with overseas and Mainland chambers of commerce and enterprises?
- (4) Have any key performance indicators (KPIs) been set to measure the alliance's effectiveness in enhancing vocational and professional education and training in Hong Kong? If yes, what are these KPIs?

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 18)

Reply:

(1) to (4)

To provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors, the Government has been promoting the establishment of universities of applied sciences (UAS), and, in February 2024, promulgated the criteria for

qualifying as UAS along with the relevant mechanisms. UAS provide applied degree programmes with an applied focus blending theory and practice, and closely collaborate with professional skills sectors to 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. Subsequently, the Government announced in March and November 2024, respectively, that Hong Kong Metropolitan University (HKMU) and Saint Francis University had been confirmed as the first two UAS in Hong Kong after undergoing stringent procedures and reviews.

As mentioned in the 2024 Policy Address, the Government will continue to support the development of UAS, with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat HKMU, which will take the lead in the development of the Alliance. The Education Bureau (EDB) has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB062

(Question Serial No. 1460)

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:

While international schools are private schools operating on a self-financing and market-driven basis, the Government has been allocating school premises/sites at nominal rent/premium for school sponsoring bodies' (SSBs) use, and provides interest-free loans to these SSBs, on an application basis, for meeting part of the construction cost of new school buildings, with a view to supporting the development of international schools in Hong Kong. In this connection, please advise this Committee of –

- (1) the number of consultancy studies commissioned by the Government on the supply of international school places at primary and secondary levels, and the expenditures involved in each of the past 5 years;
- (2) the number of cases involving allocation of school premises or sites to SSBs for the construction and development of international schools and the relevant premiums, rents and site areas in the past 3 years;
- (3) the SSBs with outstanding interest-free loans from the Government, the loan amounts and repayment progress as at March 2025 as well as the total amount of interest forgone by the Government due to these interest-free loans.

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 19)

Reply:

(1)

In the past 5 years, the Education Bureau commissioned 1 consultancy study on the provision of international school places at primary and secondary levels. The expenditure involved was \$1.303 million. The consultancy study gathered views from international schools, parents, consulates, chambers of commerce, and enterprises with non-local employees, through questionnaire surveys, focus group discussions and in-depth interviews, with an aim to review the latest situation in relation to international school places in Hong Kong and project the demand for these places.

(2)

In the past 3 years, there were 2 cases of allocation of school premises or sites to school sponsoring bodies (SSBs) through the School Allocation Exercises for non-profit-making international school development. Details are set out below –

Address	Nature	Premium/rent	Site area (m ²)
9 Hau Yuen Path, Braemar Hill, North Point, Hong Kong	School site	Nominal premium	Around 2 900
4 Rose Street, Kowloon Tong, Kowloon	Vacant school premises	Nominal rent	Around 3 700

(3)

As at mid-March 2025, there are 7 international school SSBs with outstanding interest-free loans from the Government. Details of the 7 loans are set out below –

SSB	Loan amount (\$ million)	Repayment amount per instalment (\$ million)	Repayment progress (as at mid-March 2025)
Kellett School Association Limited	204	1.7	76 out of 120 instalments repaid
Hong Kong Academy Educational Foundation Limited	158	1.3	79 out of 120 instalments repaid
Harrow International School (Hong Kong) Limited	273	2.3	76 out of 120 instalments repaid
Malvern College Hong Kong Limited	320	2.7	As at mid-March 2025, the loans for these SSBs are yet to be due.
Christian Alliance International School Limited	519	4.3	
French International School “Victor Segalen” Association Limited	318	2.7	
Shrewsbury International School Hong Kong Limited	287	2.4	

The first 3 interest-free loans in the table above were approved by the Finance Committee (FC) of the Legislative Council in 2012. The interest forgone by the Government due to these 3 interest-free loans was estimated to be around \$195 million in the year of approval. As regards the subsequent 4 loans approved by FC in 2020, the interest forgone was estimated to be around \$297 million in the year of approval.

- End -

CONTROLLING OFFICER'S REPLY

EDB063

(Question Serial No. 1461)

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 facilitate non-Chinese speaking (NCS) ethnic minority students to adapt to the local education system and master the Chinese language, the Education Bureau (EDB) has implemented the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) since the 2014/15 school year. EDB has been providing additional funding for public sector and Direct Subsidy Scheme primary, secondary and special schools offering the local curriculum and admitting NCS students to facilitate schools’ implementation of the Learning Framework. In this connection, will the Government please advise of the following –

- (1) As for EDB’s annual provision of additional funding regarding the Learning Framework, what are the numbers of funded schools, student beneficiaries, and teaching staff teaching Chinese to NCS students, in the past 3 school years?
- (2) Given that funded schools can plan their own curriculum framework, content level and assessment, is there any mechanism for EDB to regularly review the curriculum design of the schools to ensure that students’ Chinese proficiency aligns with the policy objectives of the Learning Framework? What are the estimated expenditures and the implementation of relevant review work?
- (3) What are the specific plans of EDB on enhancing ethnic minority students’ knowledge of Chinese culture and facilitating cultural integration, with a view to complementing the implementation of patriotic education in primary and secondary schools in Hong Kong? What are the estimated expenditures involved?

Asked by: Hon HO King-hong, Adrian Pedro (LegCo internal reference no.: 20)

Reply:

- (1) 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 them master the Chinese language and integrate into the community.

Regarding subsidies, since the 2014/15 school year, EDB has been providing additional funding for public sector and Direct Subsidy Scheme schools (including special schools) offering the local curriculum and admitting NCS students, with a view to enhancing the support for NCS students' learning of Chinese as well as creating an inclusive learning environment in schools. Starting from the 2020/21 school year, the Government has further extended the scope of beneficiary schools so that all schools (including special schools) admitting NCS students can be provided with an additional funding according to the number of NCS students admitted. The numbers of beneficiary schools and NCS students admitted from the 2021/22 to 2023/24 school year are tabulated as follows –

School year	2021/22	2022/23	2023/24
No. of schools (Note 1)	721	739	749
No. of NCS students (Notes 1& 2)	20 773	20 880	21 342

Notes:

- (1) Figures refer to the position as at mid-September of the respective school years.
(2) Figures include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.

Schools may plan holistically on the use of the funding, having regard to NCS students' specific learning needs and school-based needs, to employ additional manpower to assist teachers in designing activities and teaching materials, or procure learning and teaching resources, hire professional services, organise activities for promoting an inclusive learning environment in schools, etc. In addition, schools may exercise flexibility in deploying various resources and existing manpower to provide appropriate support for their NCS students. In this regard, EDB does not collect information about the number of teachers responsible for teaching NCS students Chinese.

- (2) Starting from the 2014/15 school year, EDB has implemented the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) in primary and secondary schools. The Learning Framework is not another Chinese Language curriculum. Designed on the basis of the mainstream Chinese Language curriculum, it provides steps and methods for learning, teaching and assessment for teachers' reference in teaching and making flexible adaptations according to the learning needs of NCS students. Teachers can develop school-based curriculum and teaching materials for NCS students with different starting points and abilities, so as to help them adopt a “small-step” learning approach to learn Chinese progressively.

EDB engages with schools, through school visits and exchanges with teachers, to understand their formulation of learning objectives, curriculum planning, the appropriateness of teaching materials and strategies adopted, the assessment of language proficiency and learning motivation of NCS students, as well as other contributing

factors for effective learning. Moreover, EDB has been collecting feedback from teachers on the Learning Framework through various channels, and revised the Learning Framework in 2019. In general, teachers consider that the Learning Framework is useful for curriculum planning, teaching and assessment in teaching Chinese to NCS students, and there are other factors affecting the learning effectiveness of NCS students, such as parents' expectation and cooperation, and students' learning attitude. 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.

- (3) EDB has been organising diversified professional development programmes and experience sharing sessions for teachers, covering language learning and cultural inclusion to help teachers promote cultural inclusion and enhance the language proficiency of NCS students through diversified language learning activities. The expenditure of the above teacher training programmes is subsumed under the recurrent expenditure of EDB, and a breakdown is therefore not available.

In addition, EDB has been collaborating with language and curriculum experts and school teachers to develop learning materials and teaching references. Among these, the Online Chinese Language Self-learning Resources provides diversified learning resources on themes related to Chinese culture, such as Chinese character recognition and writing, and Chinese classics. These resources cater for the learning needs of different NCS students, so as to help them extend their learning and consolidate what they have learnt in class. The relevant resources have been uploaded to the EDB website and will be updated and refined from time to time. Schools can use the Life-wide Learning Grant to support NCS students in enriching their learning experiences. Furthermore, EDB organises diversified student activities to help students learn Chinese culture.

Learning Chinese history deepens NCS students' understanding of Chinese culture and helps them integrate into the local society. Chinese History has been implemented as an independent compulsory subject at the junior secondary level since the 2018/19 school year, and NCS students are also required to take this subject. To support NCS students in learning Chinese history and Chinese culture, the Ad Hoc Committee released "The Adapted Framework of the Chinese History Curriculum (Secondary 1-3)" in July 2019 for the reference and use of schools admitting NCS students. The Curriculum Development Institute has also developed diversified bilingual learning and teaching materials, offered on-site professional support services and organised professional training programmes and learning circle activities to support Chinese History teachers in teaching NCS students. The relevant expenditure for supporting NCS students in learning Chinese history and Chinese culture is subsumed under the recurrent expenditure of EDB, and a breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB064

(Question Serial No. 1141)

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) Teacher professional training and curriculum renewal

Background: The Education Bureau (EDB) prepares for the smooth implementation of Primary Science and Primary Humanities by providing teacher professional training and various support measures to public sector and Direct Subsidy Scheme primary schools. However, curriculum renewal often involves the introduction of new teaching concepts, pedagogies, and content. Teachers may consequently encounter challenges in practical teaching, such as the organic integration of the new and existing curricula, and the assessment of student learning outcomes under the new curriculum.

Question: In implementing the Primary Science and Primary Humanities curricula, how will EDB ensure that teachers effectively integrate the new curriculum content into their existing teaching plans and achieve the expected teaching objectives?

(2) Effectiveness of support measures to promote student mental health

Background: Student mental health is an integral part of education, especially in view of the growing stress of modern society. EDB has introduced a series of measures to promote students' mental well-being, but their effectiveness and implementation need further attention.

Question: EDB plans to implement such measures as the 4Rs Mental Health Charter in schools, the "Mental Health Literacy" resource packages and thematic training for teachers and parents. How will these measures ensure that student mental health is genuinely enhanced and their effectiveness be evaluated?

(3) Resource allocation and support for students with special educational needs

Background: EDB plans to provide resources to support schools admitting non-Chinese speaking (NCS) students with special educational needs (SEN) to help these students integrate into school life and learning. However, specific criteria and monitoring mechanism for the allocation and use of resources should be in place to ensure that the resources are used on students with actual needs and fairness among different schools is maintained.

Question: EDB plans to provide resources under a three-tier structure for schools admitting NCS students with SEN. What are the specific criteria for reasonably allocating these resources to meet the actual needs of students and ensuring the fairness among different schools?

Asked by: Hon HO Kwan-yiu, Junius (LegCo internal reference no.: 12)

Reply:

(1)

Primary Science

To support schools in kick-starting Primary Science, in addition to the provision of the one-off “Grant on Introduction of Primary Science” of \$350,000 last year, the Education Bureau (EDB) also provides schools with a series of support measures, including professional training for teachers, teacher networking events and curriculum resources, to assist schools in implementing the Primary Science curriculum.

EDB sets up the “Training Base for Primary Science Teachers” to organise a series of training programmes for in-service primary teachers, including the “Certificate in Professional Training for Primary Science Teachers” programme and the “Certificate in Professional Training on Primary Science Curriculum Leadership” programme. As at February 2025, EDB has organised 105 Primary Science-related training activities for teachers with an attendance of over 8 700 and the feedback was very positive.

We have been organising professional exchange activities for the learning communities/networks of primary science teachers, such as engaging “pioneer schools” with outstanding performance in science education to launch different forms of school-based support services in the 2024/25 school year. Networking events, including experience sharing sessions, open lessons and workshops, etc., will be organised regularly. In the 2024/25 school year, about 160 primary schools have enrolled in events of different learning networks.

As for curriculum resources, EDB has been progressively launching curriculum resources on Primary Science since April 2024. These resources, which include 12 sets of “Learning and Teaching Resources on Science Inquiry Activities”, the “Safety Handbook for Primary Science”, the “List of Suggested Teaching Aids and Equipment for Primary Science”, and the “Primary Science Online Learning Platform”, have been uploaded to EDB website. Schools can use the resources to conduct trial teaching of the new curriculum content in this school year to prepare for the implementation of Primary Science scheduled for the next school year.

Primary Humanities

Following the release of the Primary Humanities Curriculum Framework, EDB has been providing schools with a large number of training places through diversified professional training courses to enhance teachers' professional capacity and support them in integrating the new curriculum content into their teaching plans to achieve the expected learning outcomes. EDB has organised diversified training programmes for school leaders, subject panel heads and subject teachers earlier than pledged in the 2023/24 school year, providing more than 12 000 places in total. About 9 700 training places are provided in the 2024/25 school year. Starting from this school year, EDB organises the new Primary Humanities Onsite Workshop, participants of which include school leaders, subject panel members or all teachers. As at February 2025, EDB has organised onsite workshops for about 80 primary schools, with about 2 000 teacher participants. The above-mentioned training covers various areas, including curriculum interpretation, curriculum planning and management, pedagogy and assessment, national history, Chinese culture, the latest development of our country, national security education, anti-drug education and education for sustainable development. Since the new curriculum builds on the existing curriculum of General Studies for Primary Schools and its content and themes are not brand new, current General Studies teachers should have largely mastered the teaching content, pedagogy and assessment methods and can take up the teaching of the new curriculum competently. In addition, to further encourage schools to pilot the new curriculum, EDB has set up the Primary Humanities Learning Circle from the 2023/24 school year to strengthen professional exchanges among Primary Humanities teachers, broaden their professional horizons and promote the dissemination of good practices.

(2)

EDB attaches great importance to student mental health. To promote mental health in schools in a more comprehensive and systematic manner, EDB has implemented the 4Rs Mental Health Charter (4Rs Charter) in the 2024/25 school year. Schools participating in the 4Rs Charter will set goals, implement various measures and organise activities to foster student mental health, with a view to helping students develop healthy living habits and positive interpersonal relationships, as well as providing students with more opportunities to relax and unwind, and enhancing their sense of well-being and resilience, thereby enhancing the overall healthy culture in schools. As at the end of February 2025, a total of 658 schools have participated in the 4Rs Charter. In addition, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the resource packages for senior secondary and lower primary students will be launched in the 2024/25 school year, so as to assist schools in promoting mental health literacy in a systematic manner.

Besides, EDB is committed to providing a wide array of mental health training for teachers and parents, including organising territory-wide or district-based seminars and thematic talks for teachers, a 60-hour thematic course for teachers, which focuses on the needs of student with mental illness, and the regular “gatekeeper” training for parents of primary and secondary students in Hong Kong. EDB also organises about 40 additional thematic training workshops for teachers in the 2023/24 and 2024/25 school years respectively. As for parent education, to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children's mental health, EDB organises more thematic parent education programmes, and promotes positive parent education and enhance parents' awareness of children's mental health through diversified modes.

According to the enhanced School Development and Accountability framework, schools can make use of the school self-evaluation (SSE) tools provided by EDB (such as the Assessment Program for Affective and Social Outcomes and Stakeholder Survey) and other self-evaluation 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 on matters related to student mental health. 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.

(3)

Starting from the 2019/20 school year, EDB has provided the "Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs" (NCS-SEN Grant) for public sector ordinary primary and secondary schools as well as Direct Subsidy Scheme schools admitting non-Chinese speaking (NCS) students with special educational needs (SEN) to employ teaching assistants to assist teachers in designing activities and teaching materials, procure translation services, or provide the students concerned with social and emotional management training, etc. NCS-SEN Grant is disbursed under a 3-tier structure according to the number of NCS students with SEN enrolled in each school. Based on the grant rates for the 2024/25 school year, schools will receive \$106,769 for enrolling 1 to 9 students, \$213,538 for 10 to 25 students, and \$320,307 for 26 or more students. The grant rates will be adjusted annually according to the change in the Composite Consumer Price Index.

EDB has issued clear guidelines on NCS-SEN Grant, setting out details such as disbursement arrangements, usage, evaluation and accountability. In particular, schools are reminded to discuss with teachers and parents the needs of students when planning for the use of the additional grant to support NCS students with SEN, so as to ensure the effective use of resources. Under the School Development and Accountability Framework, schools should embed the use of NCS-SEN Grant and the support provided for the students concerned in their regular self-evaluation mechanism. To further enhance transparency, schools are required to account for the use of resources to support NCS students with SEN in their Annual School Reports and upload such information onto their school websites. EDB will continuously review the use of NCS-SEN Grant and schools' actual needs, and adjust the disbursement arrangements as necessary in a timely manner, with a view to achieving more effective use of public resources to support NCS students with SEN.

- End -

CONTROLLING OFFICER'S REPLY

EDB065

(Question Serial No. 1584)

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 153 and 149 of the Budget Speech that the Government will continue to attract more students, especially those from the Association of Southeast Asian Nations and other Belt and Road (B&R) countries, to study in Hong Kong through various measures, including the B&R Scholarship, and increase the quota of the Hong Kong PhD Fellowship Scheme (HKPFS) to 400 places per year, respectively. Will the Government provide information on –

- (1) the numbers of the B&R Scholarship awardees in the past 5 years, with a breakdown by country/region, academic discipline and programme level;
- (2) the total amount of the B&R Scholarship disbursed and the average amount per awardee in each of the past 5 years;
- (3) the numbers of the HKPFS awardees in the past 5 years, with a breakdown by country/region and academic discipline;
- (4) the total amount of the scholarship disbursed under HKPFS and the average amount per awardee in each of the past 5 years;
- (5) the numbers of the B&R Scholarship and the HKPFS students who stayed and worked in Hong Kong upon graduation in the past 5 years?

Asked by: Hon HONG Wen, Wendy (LegCo internal reference no.: 9)

Reply:

(1) and (2)

The number of the Belt and Road (B&R) Scholarship awardees and the total amount of scholarships awarded in the 5 academic years from 2020/21 to 2024/25 are set out in the table below –

B&R Scholarship	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
No. of awardees	88	99	100	100	150
Total amount of scholarships awarded (\$ million)	23.8	29.6	34.5	39.2	53.3#

Figure for the 2024/25 academic year has yet to be audited.

Distribution of awardees by place of origin, type of study programme enrolled and discipline is set out at **Annex 1**.

The B&R 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. For instance, in the 2024/25 academic year, the average amounts of scholarship for awardees of undergraduate and research postgraduate studies are about \$163,500 and \$42,100 respectively, i.e. the tuition fees charged by the universities on non-local students.

(3)

In the 5 academic years from 2020/21 to 2024/25, there is a total of over 1 300 awardees from more than 70 countries/regions outside Hong Kong under the Hong Kong PhD Fellowship Scheme (HKPFS). Detailed breakdown of the numbers of awardees by their places of origin and broad academic programme category are set out at **Annex 2**.

(4)

The HKPFS awardees are entitled to annual stipends, and conference and research-related travel allowances for a period of up to 3 years. For awardees with a duration of study longer than 3 years, universities may provide them with additional subsidies. The awardee's entitled amount in the 5 academic years from 2020/21 to 2024/25 (by annual stipends, and conference and research-related travel allowances) are set out at **Annex 3**. The total expenditure for the 5 academic years from 2020/21 to 2024/25 was \$236 million, \$249 million, \$276 million, \$296 million and \$326 million respectively.

(5)

HKPFS

The 8 University Grants Committee (UGC)-funded universities conduct voluntary survey of HKPFS awardees graduating between 1 September of each year and 31 August of the following year to collect employment statistics. A general profile for the past 5 years (from 2019/20 to 2023/24) is set out at **Annex 4**. As responses to the surveys are provided on a voluntary basis, the statistics concerned are for reference only.

B&R Scholarship

Awardees generally indicated in their applications an intention to work, start businesses or pursue further studies in Hong Kong upon completion of their studies. However, the Education Bureau (EDB) does not maintain statistics on the number of the B&R Scholarship awardees staying in Hong Kong for development after graduation.

The Government and institutions have implemented various measures to encourage non-local students, including the B&R Scholarship awardees, to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from 12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Exchange network

EDB has organised 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. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The B&R Scholarship awardees' pursuit of further studies in Hong Kong is highly beneficial to enhancing the city's internationalisation and campus diversification, and fostering Hong Kong's development into an international hub for post-secondary education. These awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

The Government will continue to review the effectiveness of various measures, and introduce new measures or enhance the existing ones when necessary, with a view to attracting non-local students to stay in Hong Kong for development.

**Number of the Belt and Road Scholarship awardees
in the 5 academic years from 2020/21 to 2024/25**

(i) Distribution of awardees by place of origin

Place of origin	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
1. Armenia	1	1	-	-	-
2. Azerbaijan	-	-	-	-	3
3. Bangladesh	7	9	10	8	7
4. Bosnia and Herzegovina	-	-	1	-	-
5. Bulgaria	-	1	-	-	-
6. Cameroon	-	-	-	-	1
7. Costa Rica	-	-	1	-	-
8. Cyprus	-	-	-	1	1
9. Dominican Republic	-	-	-	-	1
10. Egypt	-	1	1	2	1
11. Ethiopia	4	-	3	5	7
12. Georgia	-	-	-	1	-
13. Ghana	3	6	3	2	5
14. Indonesia	12	12	11	11	10
15. Iran	2	1	-	-	1
16. Israel	-	-	1	-	-
17. Italy	1	-	2	1	-
18. Jordan	-	-	-	-	1
19. Kazakhstan	7	10	7	9	10
20. Kenya	-	-	-	-	1
21. Korea	3	4	2	1	-
22. Kyrgyzstan	-	-	1	2	2
23. Malaysia	10	12	13	11	11
24. Maldives	-	1	-	-	-
25. Mongolia	1	1	2	5	5
26. Morocco	-	-	-	-	1
27. Myanmar	7	7	8	11	11
28. Nepal	2	3	-	-	4
29. Nigeria	1	1	1	-	2
30. Pakistan	3	8	6	7	22
31. Palestine	-	1	-	-	-
32. Philippines	1	4	6	3	6
33. Poland	-	-	-	-	3
34. Romania	1	-	-	-	-
35. Russia	3	1	4	2	4
36. Serbia	-	-	-	1	1
37. Singapore	1	1	-	-	1
38. Sri Lanka	5	2	2	-	-
39. Tajikistan	1	-	-	-	1

Place of origin	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
40. Thailand	10	8	11	11	10
41. Türkiye	1	2	1	2	3
42. Ukraine	-	1	-	-	-
43. Uzbekistan	-	-	-	-	1
44. Vietnam	1	1	3	4	13
Total	88	99	100	100	150

(ii) Distribution of awardees by programme type

Programme type	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Undergraduate programme	63	75	75	75	125
Research postgraduate programme	25	24	25	25	25
Total	88	99	100	100	150

(iii) Distribution of awardees by discipline

Discipline	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Architecture	-	-	-	-	1
Arts	-	4	3	6	3
Design and Performing Arts	2	-	1	1	6
Business Administration	23	16	18	24	30
Journalism and Communication	1	2	4	2	2
Computer and Information Technology	8	11	2	9	14
Education	2	2	-	4	2
Engineering and Technology	23	30	28	21	36
Law	-	1	4	1	3
Medicine and Health	6	5	7	3	2
Sciences	14	17	27	21	35
Social Sciences	9	11	6	8	16
Total	88	99	100	100	150

The numbers of the Hong Kong Hong Kong PhD Fellowship Scheme (HKPFS) awardees in the 2020/21 to 2024/25 academic years by place of origin

Country/Region	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
China					
Mainland	104	162	164	185	231
Hong Kong	40	38	37	41	40
Macao	-	2	3	-	1
Taiwan	-	1	2	2	2
Armenia	-	1	-	-	1
Australia	1	1	1	1	1
Austria	-	1	-	-	-
Bangladesh	6	4	6	4	-
Bhutan	1	1	-	-	-
Bosnia and Herzegovina	-	-	1	-	-
Brazil	1	4	1	1	1
Brunei	-	-	1	-	-
Cambodia	1	-	-	-	-
Canada	3	2	1	1	4
Chile	-	-	1	-	-
Colombia	-	-	-	1	-
Czech Republic	-	1	-	-	-
Ecuador	-	1	-	1	-
Egypt	-	2	2	3	-
Ethiopia	5	2	4	7	6
Finland	-	-	-	1	-
France	-	-	4	1	1
Germany	3	-	3	1	2
Ghana	5	8	4	4	7
Greece	-	-	-	1	2
India	6	3	4	2	4
Indonesia	1	10	4	4	3
Iran	4	2	-	1	1
Ireland	1	1	-	-	1
Israel	-	-	-	1	-
Italy	3	5	3	2	2
Jamaica	-	1	-	-	-
Japan	1	1	3	-	1
Kazakhstan	-	1	2	-	1
Kenya	-	-	1	-	-
Kosovo	-	-	1	-	-
Kyrgyzstan	-	-	1	1	-
Lithuania	-	-	1	1	-

Country/Region	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Malaysia	4	4	6	4	2
Maldives	-	-	-	1	-
Mexico	-	1	1	4	2
Myanmar	-	-	-	-	2
Nepal	1	2	-	-	1
Netherlands	-	1	-	-	1
New Zealand	1	1	-	-	1
Nigeria	4	3	2	-	1
Pakistan	3	4	-	2	3
Palestine	-	-	1	-	1
Philippines	6	1	2	4	2
Poland	1	-	-	-	-
Portugal	-	-	2	-	1
Serbia	-	-	1	2	-
Romania	1	-	-	-	-
Russia	2	2	3	5	1
Seychelles	-	-	-	1	-
Singapore	3	-	1	-	1
South Africa	-	-	1	-	-
South Korea	7	5	5	1	5
Spain	2	1	1	-	1
Sri Lanka	6	3	1	-	1
Sweden	2	-	-	1	1
Switzerland	-	-	-	1	-
Syria	-	1	-	-	-
Tajikistan	-	-	-	1	-
Tanzania	-	1	-	-	-
Thailand	2	-	2	-	1
Türkiye	1	-	-	1	-
Turkmenistan	-	-	1	-	-
Uganda	-	1	-	-	-
Ukraine	-	1	-	-	-
United Kingdom	9	6	6	1	5
United States	6	3	6	2	2
Vietnam	2	3	3	2	3
Zambia	1	1	-	-	-
Total	250	300	300	300	350

**The numbers of the HKPFS awardees
in the 2020/21 to 2024/25 academic years
by broad academic programme category**

Broad academic programme category	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Medicine, Dentistry and Health	26	33	24	31	35
Sciences	81	104	89	87	108
Engineering and Technology	63	67	92	80	81
Business and Management	16	18	19	24	22
Social Sciences	26	23	37	32	47
Arts and Humanities	29	46	31	32	43
Education	9	9	8	7	11
Others ^{Note}	-	-	-	7	3
Total	250	300	300	300	350

Note: Including interdisciplinary programmes.

**Hong Kong PhD Fellowship Scheme awardee's entitled amount of fellowship
in the 2020/21 to 2024/25 academic years
(by annual stipend as well as conference and research-related travel allowances)**

Academic year	Annual stipend for each awardee	Conference and research-related travel allowances for each awardee	Total entitled amount for each awardee in the academic year
2020/21	\$309,600	\$12,900	\$322,500
2021/22	\$319,200	\$13,300	\$332,500
2022/23	\$325,200	\$13,600	\$338,800
2023/24	\$331,200	\$13,800	\$345,000
2024/25	\$337,200	\$14,000	\$351,200

**Graduated Awardees of the Hong Kong PhD Fellowship Scheme (HKPFS)
who have stayed and worked in Hong Kong
(including taking up employment and starting up businesses)
from 2019/20 to 2023/24**

Year#	Graduated Awardees taking up employment	Graduated Awardees starting up businesses	Others*
2019/20	20	1	35
2020/21	21	-	17
2021/22	34	2	25
2022/23	36	-	39
2023/24	44	-	21

Note: These employment statistics on the PhD student awardees of the HKPFS were collected through voluntary surveys and only reflect a general profile.

Others* include those who are making career choices/seeking employment.

Year# covers awardees graduating between 1 September of the respective year and 31 August of the following year.

- End -

CONTROLLING OFFICER'S REPLY

EDB066

(Question Serial No. 1585)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of the graduates who studied science and technology at University Grants Committee-funded universities and self-financing institutions in Hong Kong in the past 5 years by programme level and academic programme category, as well as their proportion in the total number of graduates.

Asked by: Hon HONG Wen, Wendy (LegCo internal reference no.: 10)

Reply:

The numbers of graduates from the relevant University Grants Committee (UGC)-funded programmes (i.e. those in the categories of Biological Sciences, Physical Sciences, Mathematical Sciences, Computer Science and Information Technology, and Engineering and Technology) by level of study, university and academic programme category, along with their percentages in the overall number of graduates from the 2019/20 to 2023/24 academic years are set out at **Annex 1**.

The numbers of graduates from full-time locally-accredited self-financing sub-degree, undergraduate and taught postgraduate programmes in science and technology by institution, level of study and academic programme category, along with their percentages in the total number of graduates from the 2019/20 to 2022/23 academic years are set out at **Annex 2**. Relevant information for the 2023/24 academic year is not yet available from relevant institutions.

**Numbers of graduates from University Grants Committee (UGC)-funded programmes
in science and technology
by level of study, university and academic programme category
along with their percentages in the overall number of graduates
from the 2019/20 to 2023/24 academic years**

(Headcount)

Academic year	Level of study	University	Academic programme category (APC)					
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology	Total (percentage in the overall no. of graduates)
2019/20	SD	CityU	-	-	-	-	122	122
		EdUHK	9	18	14	36	-	78
		PolyU	-	31	-	-	221	252
	Sub-total		9	49	14	36	343	452 (22.3%)
	Ug	CityU	44	149	75	280	570	1 119
		HKBU	75	82	58	100	-	315
		CUHK	246	173	214	137	325	1 095
		EdUHK	8	24	32	14	-	78
		PolyU	87	161	52	143	1 256	1 699
		HKUST	145	176	172	122	807	1 422
		HKU	172	145	159	176	496	1 148
	Sub-total		777	911	763	972	3 454	6 876 (31.9%)
	TPg	EdUHK	7	22	30	16	-	76
	Sub-total		7	22	30	16	-	76 (4.4%)
	RPg	CityU	9	50	9	33	131	232
		HKBU	6	28	8	4	0	46
		CUHK	45	73	40	40	108	306
		PolyU	16	38	7	18	143	221
		HKUST	56	73	24	34	251	438
		HKU	20	46	11	21	110	208
	Sub-total		152	308	98	150	743	1 451 (56.7%)

Academic year	Level of study	University	Academic programme category (APC)					
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology	Total (percentage in the overall no. of graduates)
2020/21	SD	CityU	-	-	-	-	88	88
		EdUHK	6	13	45	28	-	93
		PolyU	-	45	-	-	227	272
	Sub-total		6	58	45	28	315	453 (22.6%)
	Ug	CityU	54	133	76	300	512	1 075
		HKBU	69	87	42	98	-	296
		CUHK	251	197	239	143	447	1 277
		EdUHK	13	40	38	16	-	108
		PolyU	79	153	63	180	1 255	1 730
		HKUST	163	173	195	124	855	1 509
		HKU	194	166	177	168	512	1 216
	Sub-total		823	950	829	1 028	3 580	7 211 (32.3%)
	TPg	EdUHK	6	17	24	10	-	57
	Sub-total		6	17	24	10	-	57 (3.3%)
	RPg	CityU	17	73	11	48	173	322
		HKBU	7	22	8	7	0	44
		CUHK	49	79	36	42	120	325
		PolyU	25	33	13	29	140	240
		HKUST	70	78	25	28	257	457
		HKU	37	65	11	29	94	236
	Sub-total		204	349	104	183	784	1 624 (57.8%)
2021/22	SD	CityU	-	-	-	-	56	56
		EdUHK	5	9	38	28	-	80
		PolyU	-	45	-	-	228	273
	Sub-total		5	54	38	28	284	409 (23.6%)

Academic year	Level of study	University	Academic programme category (APC)						
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology	Total (percentage in the overall no. of graduates)	
	Ug	CityU	58	122	78	349	460	1 068	
		HKBU	85	91	49	97	-	322	
		CUHK	209	195	263	124	447	1 238	
		EdUHK	14	38	26	26	-	104	
		PolyU	80	160	67	179	1 262	1 748	
		HKUST	152	220	187	128	859	1 545	
		HKU	201	176	177	165	495	1 214	
	Sub-total		798	1 003	847	1 067	3 524	7 239 (33.2%)	
	TPg	EdUHK	6	18	24	11	-	59	
	Sub-total		6	18	24	11	-	59 (3.5%)	
	RPg	CityU	10	43	10	32	144	239	
		HKBU	9	21	3	4	1	38	
		LU	-	1	-	-	-	1	
		CUHK	40	63	42	43	85	273	
		PolyU	23	38	13	20	178	271	
		HKUST	62	89	37	44	297	529	
		HKU	32	71	21	19	119	262	
	Sub-total		175	325	126	162	824	1 612 (56.9%)	
	2022/23	SD	CityU	-	-	-	-	39	39
			EdUHK	33	9	40	18	-	99
PolyU			-	32	-	-	245	277	
Sub-total		33	41	40	18	284	415 (22.3%)		
Ug		CityU	58	122	84	356	421	1 041	
		HKBU	100	59	44	104	-	307	
		LU	-	3	4	11	-	18	
		CUHK	204	181	239	149	391	1 163	
		EdUHK	14	29	23	16	9	91	
		PolyU	68	154	77	207	1 215	1 721	
		HKUST	138	178	174	125	851	1 465	
HKU		171	152	171	159	427	1 080		
Sub-total		752	879	815	1 128	3 313	6 887 (32.3%)		

Academic year	Level of study	University	Academic programme category (APC)					
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology	Total (percentage in the overall no. of graduates)
	TPg	EdUHK	6	14	20	6	6	53
	Sub-total		6	14	20	6	6	53 (3.2%)
	RPg	CityU	16	86	15	54	182	351
		HKBU	7	28	3	10	0	49
		LU	-	2	-	-	-	2
		CUHK	36	58	33	36	136	299
		PolyU	25	36	10	28	197	297
		HKUST	64	102	34	41	280	521
		HKU	27	51	19	36	112	245
	Sub-total		175	363	114	205	907	1 764 (58.2%)
2023/24	SD	CityU	-	-	-	-	8	8
		EdUHK	68	16	29	19	-	133
		PolyU	-	19	-	-	51	70
	Sub-total		68	35	29	19	59	211 (10.4%)
	Ug	CityU	57	101	92	326	374	949
		HKBU	98	61	44	120	-	323
		LU	-	4	4	13	-	21
		CUHK	197	173	248	157	389	1 164
		EdUHK	16	31	30	18	25	121
		PolyU	62	163	59	217	1 256	1 757
		HKUST	157	158	192	131	814	1 451
		HKU	182	155	183	163	463	1 147
	Sub-total		769	846	852	1 144	3 321	6 932 (32.1%)
	TPg	EdUHK	6	12	11	10	11	50
	Sub-total		6	12	11	10	11	50 (3.1%)

Academic year	Level of study	University	Academic programme category (APC)					
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology	Total (percentage in the overall no. of graduates)
	RPg	CityU	15	116	24	81	228	465
		HKBU	11	27	7	14	1	59
		LU	-	5	-	-	-	5
		CUHK	32	74	43	68	106	323
		PolyU	17	41	15	40	205	318
		HKUST	64	103	43	63	307	581
		HKU	34	80	21	40	141	316
	Sub-total		173	446	153	306	987	2 066 (61.3%)

Notes:

1. Since some UGC-funded programmes are mapped to more than 1 APC, graduates of these programmes are counted across the APCs concerned on a pro-rata basis. Thus, the numbers of graduates of some APCs are decimal figures which are rounded to the nearest whole number in the table above. As such, figures may not add up to the corresponding totals. The figure zero represents less than 0.5.
2. Graduates of RPg programmes in this table include those reported by universities irrespective of whether they were funded by UGC or supported by external funding, and whether they were studying within normal study periods. Hence, graduates of (i) RPg programmes wholly supported by external funding and (ii) part-time RPg programmes are included above.
3. Percentage figures in brackets provided in the table above denote the percentages of graduates from science and technology programmes at respective levels of study in the total number of graduates.
4. “-” denotes nil.
5. Abbreviations:
SD Sub-degree
Ug Undergraduate
TPg Taught postgraduate
RPg Research postgraduate
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

Numbers of graduates from full-time locally-accredited self-financing sub-degree, undergraduate and taught postgraduate programmes in science and technology by institution, level of study and academic programme category along with their percentages in the total number of graduates from the 2019/20 to 2022/23 academic years

Academic year	Level of study	Institution	No. of graduates (percentage in the total no. of graduates)				
			Academic programme category				
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology
2019/20	Sub-degree (SD)	HKU SPACE Po Leung Kuk Stanley Ho Community College	72	0	0	0	0
		Hong Kong Baptist University – College of International Education	65	41	0	14	0
		Hong Kong College of Technology	0	0	0	11	0
		Hong Kong Institute of Technology	0	0	0	49	0
		Hong Kong Metropolitan University – Li Ka Shing School of Professional and Continuing Education	0	0	0	0	12
		The Chinese University of Hong Kong – School of Continuing and Professional Studies	0	0	0	66	0
		The Hong Kong Polytechnic University – Hong Kong Community College	0	147	50	163	389
		HKU SPACE Community College	173	0	0	62	366
		UOW College Hong Kong	33	33	0	254	66
		Sub-total	343	221	50	619	833
	Total		2 066 (13.6%)				

Academic year	Level of study	Institution	No. of graduates (percentage in the total no. of graduates)				
			Academic programme category				
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology
	Undergraduate (Ug)	City University of Hong Kong – School of Continuing and Professional Education	0	0	0	51	0
		Hong Kong Chu Hai College	0	0	0	1	8
		Hong Kong Institute of Technology	0	0	0	4	0
		Hong Kong Metropolitan University	30	28	20	116	261
		Saint Francis University	0	0	0	2	0
		The Hang Seng University of Hong Kong	0	0	26	6	0
		The Hong Kong Polytechnic University – School of Professional Education and Executive Development	0	0	21	42	78
		UOW College Hong Kong	0	0	0	35	0
		Vocational Training Council	101	30	0	255	399
	Sub-total		131	58	67	512	746
	Total		1 514 (12.9%)				
	Taught postgraduate (TPg)	City University of Hong Kong	0	20	31	119	640
		Hong Kong Baptist University	0	137	72	289	56
		The Chinese University of Hong Kong	87	94	163	211	406
		The Hong Kong Polytechnic University	81	71	58	245	538
		The Hong Kong University of Science and Technology	90	110	77	268	462
		The University of Hong Kong	76	101	121	471	595
	Sub-total		334	533	522	1 603	2 697
	Total		5 689 (22.2%)				

Academic year	Level of study	Institution	No. of graduates (percentage in the total no. of graduates)				
			Academic programme category				
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology
2020/21	SD	HKU SPACE Po Leung Kuk Stanley Ho Community College	76	0	0	0	0
		Hong Kong Baptist University – College of International Education	58	24	0	12	0
		Hong Kong College of Technology	0	0	0	22	0
		Hong Kong Institute of Technology	0	0	0	48	0
		Hong Kong Metropolitan University – Li Ka Shing School of Professional and Continuing Education	0	7	0	0	1
		The Chinese University of Hong Kong – School of Continuing and Professional Studies	0	0	0	46	0
		The Hong Kong Polytechnic University – Hong Kong Community College	0	144	53	186	329
		HKU SPACE Community College	179	0	0	100	300
		UOW College Hong Kong	40	32	0	182	36
	Sub-total		353	207	53	596	666
	Total		1 875 (13.5%)				

Academic year	Level of study	Institution	No. of graduates (percentage in the total no. of graduates)				
			Academic programme category				
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology
	Ug	City University of Hong Kong – School of Continuing and Professional Education	0	0	0	53	0
		Hong Kong Chu Hai College	0	0	0	1	15
		Hong Kong Institute of Technology	0	0	0	18	0
		Hong Kong Metropolitan University	78	6	21	92	225
		Saint Francis University	0	0	0	1	0
		The Hang Seng University of Hong Kong	0	0	44	18	0
		The Hong Kong Polytechnic University – School of Professional Education and Executive Development	0	0	18	36	111
		UOW College Hong Kong	0	0	0	18	0
		Vocational Training Council	108	31	0	265	468
	Sub-total		186	37	83	502	819
	Total		1 627 (13.4%)				
	TPg	City University of Hong Kong	14	25	49	109	485
		Hong Kong Baptist University	0	100	49	272	42
		The Chinese University of Hong Kong	56	76	147	181	303
		The Hong Kong Polytechnic University	40	58	64	317	561
		The Hong Kong University of Science and Technology	85	113	69	205	439
		The University of Hong Kong	83	99	144	314	544
	Sub-total		278	471	522	1 398	2 374
	Total		5 043 (20.3%)				

Academic year	Level of study	Institution	No. of graduates (percentage in the total no. of graduates)				
			Academic programme category				
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology
2021/22	SD	HKU SPACE Po Leung Kuk Stanley Ho Community College	94	0	0	0	0
		Hong Kong Baptist University – College of International Education	54	35	0	23	0
		Hong Kong College of Technology	0	0	0	22	0
		Hong Kong Institute of Technology	0	0	0	70	0
		Hong Kong Metropolitan University – Li Ka Shing School of Professional and Continuing Education	0	2	0	0	16
		The Chinese University of Hong Kong – School of Continuing and Professional Studies	0	0	0	55	0
		The Hong Kong Polytechnic University – Hong Kong Community College	0	132	0	286	244
		HKU SPACE Community College	168	0	0	83	230
		UOW College Hong Kong	14	16	0	109	27
	Sub-total		330	185	0	648	517
	Total		1 680 (13.6%)				
	Ug	City University of Hong Kong – School of Continuing and Professional Education	0	0	0	38	0
		Hong Kong Chu Hai College	0	0	0	12	10
		Hong Kong Institute of Technology	0	11	0	48	0
		Hong Kong Metropolitan University	74	17	11	153	199
		Saint Francis University	0	0	0	10	0
		The Hang Seng University of Hong Kong	0	0	92	32	0
		The Hong Kong Polytechnic University – School of Professional Education and Executive Development	0	0	11	44	116
		UOW College Hong Kong	0	0	0	16	0
		Vocational Training Council	111	23	0	269	348
	Sub-total		185	51	114	622	673
	Total		1 645 (13.7%)				

Academic year	Level of study	Institution	No. of graduates (percentage in the total no. of graduates)				
			Academic programme category				
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology
	TPg	City University of Hong Kong	30	50	39	102	577
		Hong Kong Baptist University	0	119	50	325	64
		Lingnan University	0	0	0	43	0
		The Chinese University of Hong Kong	96	79	180	216	433
		The Hong Kong Polytechnic University	46	67	70	302	710
		The Hong Kong University of Science and Technology	137	110	72	203	581
		The University of Hong Kong	77	124	147	333	646
	Sub-total		386	549	558	1 524	3 011
	Total		6 028 (20.7%)				
2022/23	SD	HKU SPACE Po Leung Kuk Stanley Ho Community College	66	0	0	0	0
		Hong Kong Baptist University – College of International Education	59	31	0	21	0
		Hong Kong College of Technology	0	0	0	22	0
		Hong Kong Institute of Technology	0	0	0	95	0
		Hong Kong Metropolitan University – Li Ka Shing School of Professional and Continuing Education	0	0	0	0	14
		The Chinese University of Hong Kong – School of Continuing and Professional Studies	0	0	0	53	0
		The Hong Kong Polytechnic University – Hong Kong Community College	0	129	0	291	269
		HKU SPACE Community College	170	0	0	88	246
		UOW College Hong Kong	7	1	0	60	9
	Sub-total		302	161	0	630	538
	Total		1 631 (14.1%)				

Academic year	Level of study	Institution	No. of graduates (percentage in the total no. of graduates)				
			Academic programme category				
			Biological Sciences	Physical Sciences	Mathematical Sciences	Computer Science and Information Technology	Engineering and Technology
	Ug	City University of Hong Kong – School of Continuing and Professional Education	0	0	0	31	0
		Hong Kong Chu Hai College	0	0	0	4	10
		Hong Kong Institute of Technology	0	13	0	39	0
		Hong Kong Metropolitan University	52	37	7	134	145
		Saint Francis University	0	0	0	10	0
		The Hang Seng University of Hong Kong	0	0	111	47	0
		The Hong Kong Polytechnic University – School of Professional Education and Executive Development	0	0	17	54	98
		UOW College Hong Kong	0	0	0	19	0
		Vocational Training Council	81	17	0	203	223
	Sub-total		133	67	135	541	476
	Total		1 352 (12.4%)				
	TPg	City University of Hong Kong	39	81	108	118	780
		Hong Kong Baptist University	0	134	69	297	69
		Lingnan University	0	0	0	41	0
		The Chinese University of Hong Kong	95	90	192	200	426
		The Hang Seng University of Hong Kong	0	0	0	32	0
		The Hong Kong Polytechnic University	98	110	85	429	792
		The Hong Kong University of Science and Technology	137	155	93	222	683
		The University of Hong Kong	156	121	197	741	952
	Sub-total		525	691	744	2 080	3 702
	Total		7 742 (22.4%)				

Notes:

1. Ug programmes include first-year-first-degree and top-up degree programmes.
2. 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.
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 / Hong Kong Institute of Information Technology.
6. Percentage figures in brackets provided in the table above denote the percentages of graduates from science and technology programmes in the total number of graduates at respective levels of study.

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CONTROLLING OFFICER'S REPLY

EDB067

(Question Serial No. 1633)

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 is actively promoting the “Study in Hong Kong” brand. Information indicates that the quota for Mainland, Macao and Taiwan (MMT) students enrolling in sub-degree and undergraduate (including top-up degree) programmes at the 6 local self-financing institutions (Hong Kong Metropolitan University, Hong Kong Shue Yan University, The Hang Seng University of Hong Kong, Hong Kong Chu Hai College, Tung Wah College, and the Technological and Higher Education Institute of Hong Kong) will be progressively relaxed and increased to 40%. In this regard, please provide the following information –

- (1) the current admission quota of MMT students to full-time locally-accredited self-financing local programmes offered by the 6 self-financing institutions;
- (2) the numbers of places offered by the 6 self-financing institutions by programme level, the total numbers of students, the total numbers of non-local students and their proportions, as well as the numbers of MMT students and their proportions, in the past 5 years.

Asked by: Hon HONG Wen, Wendy (LegCo internal reference no.: 38)

Reply:

(1)

In accordance with the prevailing policy, save for Mainland, Macao and Taiwan (MMT) students, there is no quota restriction on the admission of non-local students to full-time locally-accredited self-financing local sub-degree, undergraduate and postgraduate programmes. Currently, there is an admission quota for MMT students enrolling in full-time locally-accredited self-financing local sub-degree and undergraduate (including top-up degree) programmes, but not for postgraduate programmes. To date, a total of 6 local self-financing post-secondary institutions have obtained approval from the Ministry of Education (MoE) to admit Mainland students to their degree programmes (including undergraduate and postgraduate programmes). The 6 institutions are Hong Kong Metropolitan University, Hong Kong Shue Yan University, The Hang Seng University of Hong Kong, Hong Kong Chu Hai College, Tung Wah College, and the Technological and Higher Education Institute of

Hong Kong under the Vocational Training Council. The relevant quota for 3 of the self-financing universities (namely, Hong Kong Metropolitan University, Hong Kong Shue Yan University and The Hang Seng University of Hong Kong) is set at 20%, while the quota for the remaining 3 self-financing institutions is set at 10%.

The Education Bureau (EDB) has obtained approval from MoE to progressively relax the quota for admission of Mainland students by the 6 self-financing institutions. With effect from the 2025/26 academic year, the quota for MMT students of full-time locally-accredited self-financing local sub-degree and undergraduate (including top-up degree) programmes of the 6 institutions will be increased in phases to 40%, in accordance with an orderly and progressive approach having regard to the utilisation of the prevailing quotas by relevant institutions.

At the same time, starting from the 2025/26 academic year, EDB will rationalise the calculation methodology for the relevant quotas, with a view to providing institutions with greater certainty in admission planning, and utilising the educational resources of institutions more effectively. Specifically, the enhanced calculation will be based on each institution's total estimated intakes for the respective academic year, rather than the total student enrolment in the preceding academic year.

(2)

The estimated intakes, as well as the numbers and percentages of local and non-local (including MMT) students in the full-time locally-accredited self-financing local sub-degree and undergraduate programmes offered by the 6 self-financing post-secondary institutions, broken down by institution and programme level from the 2020/21 to 2024/25 academic years are at **Annex**.

**Estimated intakes, numbers and percentages of local and non-local (including MMT) students
in the full-time locally-accredited self-financing local sub-degree and undergraduate programmes offered
by the 6 self-financing post-secondary institutions approved to admit Mainland students to degree programmes
by institution and programme level from the 2020/21 to 2024/25 academic years**

Institution	2020/21 Academic year													
	Sub-degree						Undergraduate						Percentage of MMT students ^[1]	Percentage of non-local students ^[1]
	Estimated intake	No. of local students	No. of non-local students			Total no. of students	Estimated intake	No. of local students	No. of non-local students			Total no. of students		
			No. of MMT students	No. of other non-local students	Total				No. of MMT students	No. of other non-local students	Total			
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 235	2 025	110	1	111	2 136	3 640	7 985	1 464	7	1 471	9 456	14.2%	14.3%
Hong Kong Shue Yan University	-	-	-	-	-	-	1 245	3 411	431	0	431	3 842	11.2%	11.2%
The Hang Seng University of Hong Kong	-	-	-	-	-	-	1 940	5 846	259	3	262	6 108	4.6%	4.7%
Hong Kong Chu Hai College	-	-	-	-	-	-	800	307	163	2	165	472	29.4%	29.7%
Tung Wah College	340	402	3	0	3	405	1 040	2 495	13	0	13	2 508	0.6%	0.6%
Vocational Training Council ^[2]	510	1 335	4	0	4	1 339	1 627	2 755	36	5	41	2 796	0.6%	0.7%

Institution	2021/22 Academic year													
	Sub-degree						Undergraduate						Percentage of MMT students ^[1]	Percentage of non-local students ^[1]
	Estimated intake	No. of local students	No. of non-local students			Total no. of students	Estimated intake	No. of local students	No. of non-local students			Total no. of students		
			No. of MMT students	No. of other non-local students	Total				No. of MMT students	No. of other non-local students	Total			
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 250	1 971	64	31	95	2 066	4 238	8 157	1 607	6	1 613	9 770	14.4%	14.7%
Hong Kong Shue Yan University	-	-	-	-	-	-	1 282	3 374	391	0	391	3 765	10.2%	10.2%
The Hang Seng University of Hong Kong	-	-	-	-	-	-	1 950	5 698	329	2	331	6 029	5.4%	5.4%
Hong Kong Chu Hai College	-	-	-	-	-	-	680	216	138	2	140	356	29.2%	29.7%
Tung Wah College	340	391	0	0	0	391	1 040	2 698	19	1	20	2 718	0.7%	0.7%
Vocational Training Council ^[2]	120	561	1	0	1	562	932	2 192	35	3	38	2 230	0.9%	0.9%

Institution	2022/23 Academic year													
	Sub-degree						Undergraduate						Percentage of MMT students ^[1]	Percentage of non-local students ^[1]
	Estimated intake	No. of local students	No. of non-local students			Total no. of students	Estimated intake	No. of local students	No. of non-local students			Total no. of students		
			No. of MMT students	No. of other non-local students	Total				No. of MMT students	No. of other non-local students	Total			
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 245	1 913	96	21	117	2 030	3 607	8 091	1 449	6	1 455	9 546	13.1%	13.3%
Hong Kong Shue Yan University	-	-	-	-	-	-	1 440	3 166	427	2	429	3 595	11.3%	11.4%
The Hang Seng University of Hong Kong	-	-	-	-	-	-	2 790	5 369	399	3	402	5 771	6.6%	6.7%
Hong Kong Chu Hai College	-	-	-	-	-	-	800	173	77	5	82	255	21.6%	23.0%
Tung Wah College	230	401	0	0	0	401	960	2 833	20	2	22	2 855	0.6%	0.7%
Vocational Training Council ^[2]	90	263	1	0	1	264	710	1 675	49	5	54	1 729	1.8%	2.0%

Institution	2023/24 Academic year													
	Sub-degree						Undergraduate						Percentage of MMT students ^[1]	Percentage of non-local students ^[1]
	Estimated intake	No. of local students	No. of non-local students			Total no. of students	Estimated intake	No. of local students	No. of non-local students			Total no. of students		
			No. of MMT students	No. of other non-local students	Total				No. of MMT students	No. of other non-local students	Total			
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 225	2 061	233	0	233	2 294	3 896	8 556	1 586	7	1 593	10 149	15.7%	15.8%
Hong Kong Shue Yan University	-	-	-	-	-	-	1 060	3 029	641	6	647	3 676	17.8%	18.0%
The Hang Seng University of Hong Kong	-	-	-	-	-	-	2 830	5 146	505	3	508	5 654	8.8%	8.8%
Hong Kong Chu Hai College	-	5	0	0	0	5	850	139	109	4	113	252	42.7%	44.3%
Tung Wah College	260	381	2	1	3	384	1 010	3 097	59	2	61	3 158	1.9%	2.0%
Vocational Training Council ^[2]	60	196	0	0	0	196	817	1 474	336	3	339	1 813	16.9%	17.0%

Institution	2024/25 Academic year (Provisional figures)													
	Sub-degree						Undergraduate						Percentage of MMT students ^[1]	Percentage of non-local students ^[1]
	Estimated intake	No. of local students	No. of non-local students			Total no. of students	Estimated intake	No. of local students	No. of non-local students			Total no. of students		
			No. of MMT students	No. of other non-local students	Total				No. of MMT students	No. of other non-local students	Total			
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 390	2 426	408	0	408	2 834	4 055	9 426	2 092	21	2 113	11 539	20.1%	20.3%
Hong Kong Shue Yan University	-	-	-	-	-	-	1 151	3 092	857	7	864	3 956	23.3%	23.5%
The Hang Seng University of Hong Kong	-	-	-	-	-	-	2 460	5 119	825	3	828	5 947	14.6%	14.6%
Hong Kong Chu Hai College	50	5	0	0	0	5	830	112	161	2	163	275	62.6%	63.4%
Tung Wah College	295	612	14	1	15	627	1 015	3 343	282	2	284	3 627	8.4%	8.4%
Vocational Training Council ^[2]	-	13	0	0	0	13	996	1 555	472	5	477	2 032	23.5%	23.7%

Note:

- [1] According to the current quota of MMT students applicable to the self-financing post-secondary sector, the relevant percentage refers to the percentage of these MMT students in the total student enrolment in relevant programmes in the preceding academic year. Starting from the 2025/26 academic year, EDB will rationalise the calculation methodology for the relevant quotas, with a view to providing institutions with greater certainty in admission planning, and utilising the educational resources of institutions more effectively. Specifically, the enhanced calculation will be based on each institution's total estimated intakes for the respective academic year, rather than the total student enrolment in the preceding academic year.
- [2] Relevant figures of the Vocational Training Council include those of its member institutions, namely Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education/Hong Kong Design Institute/Hong Kong Institute of Information Technology.
- [3] EDB has noted that the number of MMT students in some self-financing institutions has exceeded the relevant quota. EDB has liaised with these institutions to understand the admission situation of MMT students, and has requested the institutions to provide explanations and to strictly adhere to the prevailing requirements for admitting MMT students.
- “-” Denotes that the relevant programmes were not offered by the institution in that academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB068

(Question Serial No. 1302)

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:

Since its inception in 2006, the Education Bureau Kowloon Tong Education Services Centre (KTESC) has been providing services to the public, particularly teachers, students, parents, and other stakeholders in education. In this connection, please advise this Committee of the following –

- (1) the facilities offered by KTESC and their numbers from 2020-21 to 2024-25;
- (2) the numbers of visitors and utilisation rates for each facility from 2020-21 to 2024-25;
- (3) the staff establishment and operating expenses of KTESC from 2020-21 to 2024-25; and
- (4) the staff establishment and estimated operating expenses of KTESC in 2025-26.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 27)

Reply:

(1) to (4)

Apart from serving as office accommodation for staff of the Education Bureau (EDB), the Kowloon Tong Education Services Centre (KTESC) of EDB provides 12 communal facilities (including 2 lecture theatres, 1 multi-purpose space and 9 conference/function rooms) for use by staff within and outside EDB for holding talks, seminars, workshops, training and conferences. EDB's School Places Allocation Section and Kowloon Regional Education Office have set up service counters at KTESC, while the Educational Audiology Service Section, Placement and Support Section, Science Education Section and Arts Education Section also provide education support services for members of the public therein. The numbers of users and utilisation rates of the facilities from 2020-21 to 2024-25 are as follows –

Facility	Financial year					
		2020-21 Note 3	2021-22 Note 3	2022-23 Note 3	2023-24	2024-25 (As at February 2025)
Lecture theatre	No. of users	26 000	69 000	55 000 Note 4	106 000 Note 4	108 000
	Average utilisation rate Note 2	32%	57%	55%	68%	81%
Multi-purpose space	No. of users					44 000 Note 5
	Average utilisation rate Note 2					83%
Conference/ Function room	No. of users	39 000	30 000	40 000	59 000	72 000
	Average utilisation rate Note 2	67%	60%	63%	75%	82%
Other facilities for providing education support services for members of the public Note 1	No. of users	17 000	26 000	24 000	37 000	42 000
	Average utilisation rate	Not applicable				

Note 1: Examples include service counters of the School Places Allocation Section and Kowloon Regional Education Office.

Note 2: The percentage of the actual number of sessions used during daytime to the total number of sessions available.

Note 3: During the COVID-19 epidemic, part of KTESC served as the Community Vaccination Centre from February 2021 to May 2022. While individual facilities were temporarily closed (Note 4), the overall utilisation was also affected by COVID-19 and related social distancing measures.

Note 4: Some of the areas were temporarily closed from December 2022 to April 2023 for internal maintenance and improvement works.

Note 5: It was commissioned in early 2024.

Since the staff establishment, recurrent expenditure and estimates involved in KTESC are subsumed within the overall expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB069

(Question Serial No. 3085)

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 (B&R) to pursue publicly-funded full-time undergraduate and research postgraduate programmes in Hong Kong. Last year, the Government further injected \$1 billion, thereby increasing the scholarship places per annum from 100 to 150 with effect from the current 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 the 2024/25 academic year;
- (2) further to the above question, the types of study programmes that the awardees enrolled in and the disciplines involved;
- (3) the activities or measures in place from the 2020/21 to 2024/25 academic years to promote the scholarship in B&R countries and encourage students to stay in Hong Kong upon graduation;
- (4) further to the above question, the expenditures on the related promotional activities or measures from the 2020/21 to 2024/25 academic years; and
- (5) the plan for the related promotional activities or measures and the estimated expenditure in the 2025/26 academic year?

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 39)

Reply:

(1) and (2)

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year. In the 2024/25 academic year, a total of 150 students have been awarded. Distribution of awardees by place of origin, type of study programme enrolled and discipline is set out at Annex.

(3), (4) and (5)

Publicity and promotion

In addition to increasing the B&R Scholarship places per annum substantially from 100 to 150 with effect from the 2024/25 academic year, the Government is also taking the following measures –

(i) Enhancement of publicity

Hong Kong has sound education infrastructure and is among the global top 5 on the relevant ranking of competitiveness. Our post-secondary education sector is highly internationalised and diversified, with 5 universities ranked among the world's top 100. The Government is establishing the "Study in Hong Kong" brand in collaboration with local post-secondary institutions by, among others, striving to host international education conferences and exhibitions, encouraging the local post-secondary institutions to enhance collaboration and exchange with their counterparts around the world in promoting the "Study in Hong Kong" brand on a global scale, and attracting more overseas students, especially those from the Association of Southeast Asian Nations and other B&R countries, to study in our city through the provision of scholarships and other incentives. The University Grants Committee (UGC) has been providing funding for universities to bolster their efforts on enhancing internationalisation and strengthening engagement with Mainland China. UGC has provided a funding of \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities and has set aside around \$10 million to support HUCOMSCI in launching a brand new project to promote Hong Kong's higher education to countries along B&R, which includes the formulation of publicity and promotion strategies as well as the production of publicity materials and videos, etc. HUCOMSCI has commenced the work and commissioned consultants to formulate the publicity and promotion strategy and conduct a market survey. In addition, the Government's overseas Hong Kong Economic and Trade Offices and relevant organisations from Hong Kong participate in publicity from time to time.

(ii) Enhancement of educational collaboration

The Education Bureau (EDB) has signed 10 memoranda with countries along B&R to date to strengthen educational ties and exchanges with these countries, while promoting the B&R Scholarship actively.

(iii) Complementary policies and support

The Government encourages and supports post-secondary institutions' efforts to enhance campus facilities and provide social and personal support to facilitate student integration, thereby enabling non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong; as well as the provision of information and support related to

further studies and employment by these institutions, which offers non-local students a stronger incentive to stay in Hong Kong for development upon graduation.

As the estimated expenditure on the above initiatives is subsumed under EDB's recurrent expenditure, a breakdown is not available.

Encouraging non-local graduates' development in Hong Kong

Awardees generally indicated in their applications an intention to work, start businesses or pursue further studies in Hong Kong upon graduation. The Government and institutions have implemented various measures to encourage non-local students, including the B&R Scholarship awardees, to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from 12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Exchange network

EDB has organised 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. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The Government will continue to review the effectiveness of various measures, and introduce new measures or enhance the existing ones when necessary, with a view to attracting non-local students to stay in Hong Kong for development.

Number of the Belt and Road Scholarship awardees in the 2024/25 academic year**(i) Distribution of awardees by place of origin**

Place of origin	No. of awardees
1. Azerbaijan	3
2. Bangladesh	7
3. Cameroon	1
4. Cyprus	1
5. Dominican Republic	1
6. Egypt	1
7. Ethiopia	7
8. Ghana	5
9. Indonesia	10
10. Iran	1
11. Jordan	1
12. Kazakhstan	10
13. Kenya	1
14. Kyrgyzstan	2
15. Malaysia	11
16. Mongolia	5
17. Morocco	1
18. Myanmar	11
19. Nepal	4
20. Nigeria	2
21. Pakistan	22
22. Philippines	6
23. Poland	3
24. Russia	4
25. Serbia	1
26. Singapore	1
27. Tajikistan	1
28. Thailand	10
29. Türkiye	3
30. Uzbekistan	1
31. Vietnam	13
Total	150

(ii) Distribution of awardees by programme type

Programme type	No. of awardees
Undergraduate programme	125
Research postgraduate programme	25
Total	150

(iii) Distribution of awardees by discipline

Discipline	No. of awardees
Architecture	1
Arts	3
Design and Performing Arts	6
Business Administration	30
Journalism and Communication	2
Computer and Information Technology	14
Education	2
Engineering and Technology	36
Law	3
Medicine and Health	2
Sciences	35
Social Sciences	16
Total	150

- End -

CONTROLLING OFFICER'S REPLY

EDB070

(Question Serial No. 2925)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2025-26 under Programme (8) that the Education Bureau (EDB) will abolish the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year. In this connection, please advise this Committee of –

- (1) the total amounts of student grant paid and the numbers of student beneficiaries in each of the past 5 years (2020-21 to 2024-25), with a tabulated breakdown by students' age and school type (government school, aided/caput school, Direct Subsidy Scheme (DSS) school, private school, international school, etc.); and
- (2) whether EDB will consider reducing the student grant for primary and secondary students studying in DSS schools, private schools and international schools, so as to direct limited resources to areas most in need; if no, of the reasons.

Asked by: Hon KAN Wai-mun, Carmen (LegCo internal reference no.: 9)

Reply:

- (1) The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. We have not compiled figures on student beneficiaries and amount of grant by students' age and school type. The numbers of student beneficiaries and the total amounts disbursed from the 2020/21 to 2024/25 school years are tabulated as follows –

School year	No. of student beneficiaries*	Total amount of grant disbursed (\$ billion)
2020/21	863 600	2.16
2021/22	835 500	2.09
2022/23	805 700	2.01
2023/24	798 400	2.00
2024/25 ⁺	788 800	1.97

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

+ Figures as at end of February 2025.

- (2) The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB071

(Question Serial No. 1675)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2025-26 under the Programme that the Education Bureau will launch a pilot scheme to promote artificial intelligence (AI)-assisted teaching in junior secondary Science. In this connection, will the Government advise this Committee of the following –

- (1) the expenditure and staff establishment involved in the pilot scheme;
- (2) the expected numbers of participating schools and students;
- (3) how to evaluate the specific effectiveness of the pilot scheme; whether the pilot scheme will be regularised if it is highly effective, or whether reference will be drawn from the Mainland's practice of incorporating AI learning into the curriculum framework, with a view to cultivating creativity and problem-solving skills of students?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 32)

Reply:

(1) to (3)

The Education Bureau (EDB) is stepping up its efforts to promote digital education in primary and secondary schools. Through a range of diversified strategies, including ongoing curriculum renewal, strengthening teacher training, optimising education ancillary infrastructure, and providing resource support, EDB assists schools in harnessing innovation and technology (I&T), including artificial intelligence (AI), to enhance the digital literacy and competence of both teachers and students, and foster learning and teaching effectiveness, with a view to nurturing talents for the future.

In early 2025, EDB established the Steering Committee on Strategic Development of Digital Education (SCSDDE), which provides advice on the goals and strategies of digital education development as well as makes reference to the good experiences from Hong Kong, Mainland and overseas to facilitate academic and cross-sector collaboration and promote the development of digital education in Hong Kong. SCSDDE has commenced operation and

has organised multiple engagement sessions, inviting participation of representatives from the education sector and the I&T industry.

EDB launched the “Module on AI Intelligence for Junior Secondary Level” and the “Enriched Module on Coding Education for Upper Primary Level” in 2023. Currently, almost all publicly-funded primary and secondary schools have implemented the above modules to further cultivate students’ computational thinking more systematically and enhance students’ understanding of the foundation and application of AI.

EDB further launched the “AI for Science Education” Funding Programme in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the Quality Education Fund, received an overwhelming response, with a total of 221 successful applications from publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Schools may use the funding to enrol Science teachers in short courses (including seminars and workshops) related to AI-assisted teaching to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support programme(s) related to AI-assisted teaching, develop relevant learning and teaching resources, and promote innovative pedagogical approaches.

The total estimate of the provision for the above programme is \$22.1 million. As the manpower expenditure involved is subsumed under the overall expenditure of EDB, a breakdown is not available.

Schools participating in the above programme must commit to fulfilling the following performance indicators: develop at least 2 teaching examples or sets of teaching resources with the application of AI in Science (S1-3); conduct at least 1 open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school); and conduct at least 1 experience sharing session (within or outside the school).

In addition, EDB will organise teacher network activities to collect quality examples of the use of AI in junior secondary Science, summarise schools’ practices, and further promote the pedagogical application of AI to the school sector through sharing sessions and workshops.

- End -

CONTROLLING OFFICER'S REPLY

EDB072

(Question Serial No. 1677)

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 policy for support services for special educational needs (SEN) in primary and secondary schools, please advise this Committee of the following –

- (1) What are the numbers of students with SEN in primary and secondary schools in the past 3 years, and their percentage shares in the total number of students?
- (2) What are 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) What are 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 cases of students with SEN have been increasing and becoming more complicated. In fact, many parents struggle to take care of children with SEN. They can only obtain referrals based on the observations and advice from teachers, principals and social workers in schools. Will the Government implement more targeted measures to help these parents cope with mental stress, such as enhancing the After School Care Programme? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 34)

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 2021/22 to 2023/24 school years are tabulated as follows –

School year	2021/22	2022/23	2023/24
Primary	29 310 (10.5%)	29 910 (11.2%)	31 030 (12.0%)
Secondary	29 580 (11.6%)	31 050 (12.4%)	33 190 (13.1%)

(2)

To help public sector ordinary schools implement integrated education (IE), 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 2021/22 to 2023/24 school years, all public sector ordinary primary and secondary schools were provided with LSG, involving an expenditure of \$788 million, \$806 million and \$830 million respectively. The numbers of public sector ordinary primary and secondary schools provided with LSG are tabulated as follows –

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

(3)

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 and the total expenditures in the 2021/22 to 2023/24 school years are tabulated as follows –

School year	2021/22	2022/23	2023/24
Primary	456	456	456
Secondary	389	388	388
Expenditure (\$ million)	176	171	196

(4)

EDB places great emphasis on equipping parents with the knowledge and skills in nurturing children, as well as on parents' physical and psychological well-being. The Curriculum Frameworks on Parent Education applicable for kindergartens, primary and secondary schools were launched in 2021, 2022 and 2024 respectively for the reference of schools and relevant organisations. The curriculum frameworks introduce and illustrate the concepts and key elements of parenting, and highlight the importance of maintaining parents' physical and psychological well-being in supporting children with SEN. In addition, EDB has been running the Positive Parent Campaign since June 2020, with a view to fostering parents' positive thinking and proper ways and attitudes of raising children, and enhance parents' positive and optimistic mindset, thereby supporting their children in learning effectively and growing up happily.

Besides, EDB provides different resources to parents, facilitating them to access relevant information to support their children, thereby reducing their feelings of helplessness and stress caused by a lack of information. For example, EDB provides parents with easy access to information on supporting the physical and psychological development of students, including emotional management of parents, parent-child relationship, character development, and parenting skills through the one-stop parent education website “Smart Parent Net” (parent.edu.hk) and its social media platforms. EDB also set up the “SENSE” information website (sense.edb.gov.hk) to introduce the policies, measures and resources of special education and IE, as well as schools’ sharing of practical experiences, so as to facilitate parents’ access to the latest information and online resources on special education and IE for supporting children with SEN. We also disseminate online information on supporting children with SEN to parents from time to time, and arrange workshops and seminars, etc., for parents.

In addition, Special Educational Needs Coordinators also promote home-school co-operation in schools and work with parents to support students with SEN. They also collaborate with different professionals such as school-based educational psychologists, school-based speech therapists, school social workers and teachers through a multi-disciplinary team approach to provide support to parents of students with SEN by different modes including consultation, meetings and seminars.

As for after-school care services, the Government launched the School-based After School Care Service Scheme (the Scheme) in 2023 to enable primary students in need (including students with SEN) to stay at school outside school hours for care and learning support, allowing their parents to take up jobs. Over 120 primary schools across 18 districts in Hong Kong have participated in the Scheme in the 2024/25 school year, and the Government will continue to take forward such services in the 2025/26 school year. Furthermore, there are 47 Special Child Care Centres and Early Education and Training Centres in Hong Kong providing Occasional Child Care Service for pre-school children (aged between 2 and 6) with special needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB073

(Question Serial No. 1678)

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 (Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Financial Secretary mentioned in the Budget Speech that the Government would promote the “Study in Hong Kong” brand to attract more outstanding non-local students, and increase the quota of the Hong Kong PhD Fellowship Scheme to 400 places per year. In this connection, please advise this Committee of the following –

- (1) the estimated expenditure and manpower involved;
- (2) the numbers of non-local student applications and intakes in the past 3 years, with a breakdown by place of origin and university;
- (3) whether an annual report will be compiled to actively review and analyse the statistics and distribution concerning incoming students in order to enhance resource allocation and cost-effectiveness evaluation;
- (4) whether more publicity activities will be organised through overseas offices such as the Economic and Trade Offices in different places to actively promote the strengths of Hong Kong's education.

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 35)

Reply:

(1)

The estimated expenditure on the Hong Kong PhD Fellowship Scheme (HKPFS) in 2025-26 is \$366 million. The administrative expenses involved in the HKPFS has been included in the overall operational expenses of the University Grants Committee (UGC), and hence a breakdown of the expenditure is not available.

(2)

The numbers of non-local student applications for UGC-funded undergraduate and postgraduate programmes and their respective admissions by university and place of origin from the 2022/23 to 2024/25 academic years are set out at **Annex**. We only maintain the number of non-local student applications for first-year-first-degree (FYFD) programmes and research postgraduate (RPg) programmes, and do not collect the number of non-local student applications for senior year (SY) undergraduate and taught postgraduate (TPg) programmes.

(3)

The UGC Secretariat collects information on admission and places of origin of non-local student every academic year for the Government's consideration in formulating internationalisation strategies. Such information is also published on the UGC's webpage. The UGC Secretariat will continue with these efforts to keep the public informed about Hong Kong's progress in developing into an international hub for post-secondary education.

(4)

To develop Hong Kong into an international education hub, the Government will promote the "Study in Hong Kong" brand to attract talents from around the world to study in Hong Kong. In this regard, the Education Bureau (EDB) has also promoted the "Study in Hong Kong" brand through Economic and Trade Offices (ETOs) in different places. For instance, when overseas student recruitment events are jointly held by UGC-funded universities, EDB will seek assistance from ETOs in contacting the local government representatives, higher institutions and education associations, etc. to conduct meetings or visits for the purpose of promoting the "Study in Hong Kong" brand. Moreover, EDB updates ETOs from time to time on the latest developments in policy initiatives for promotional purposes.

**Numbers of non-local student applications for
University Grants Committee (UGC)-funded undergraduate and
postgraduate programmes and
their respective admissions by university and place of origin
from the 2022/23 to 2024/25 academic years**

Number of non-local students of FYFD programmes (applied/admitted via non-JUPAS route)									
Academic Year	University	Place of Origin							
		Mainland China		Other Parts of Asia		Other Regions		Total	
		No. of Applications	Admissions	No. of Applications	Admissions	No. of Applications	Admissions	No. of Applications	Admissions
2022/23	CityU	11 127	274	2 597	180	413	28	14 137	482
	HKBU	2 990	211	292	46	95	17	3 377	274
	LU	2 033	111	138	8	26	3	2 197	122
	CUHK	6 815	426	1 328	122	338	10	8 481	558
	EdUHK	2 969	81	282	6	40	-	3 291	87
	PolyU	16 378	698	1 248	93	263	16	17 889	807
	HKUST	14 484	238	3 821	246	672	35	18 977	519
	HKU	15 767	761	2 486	254	718	43	18 971	1 058
	Total	72 563	2 800	12 192	955	2 565	152	87 320	3 907
2023/24	CityU	3 889	275	1 043	186	147	23	5 079	484
	HKBU	2 251	207	353	47	63	12	2 667	266
	LU	5 878	107	168	16	27	2	6 073	125
	CUHK	5 178	430	1 300	140	323	20	6 801	590
	EdUHK	3 594	95	227	9	43	2	3 864	106
	PolyU	12 258	684	784	105	135	30	13 177	819
	HKUST	11 442	279	1 890	252	328	26	13 660	557
	HKU	16 905	578	2 215	195	664	46	19 784	819
	Total	61 395	2 655	7 980	950	1 730	161	71 105	3 766
2024/25 (Provisional figures)	CityU	4 149	388	1 292	188	178	13	5 619	589
	HKBU	3 001	338	472	55	87	14	3 560	407
	LU	7 686	174	412	16	55	2	8 153	192
	CUHK	5 925	557	1 739	213	433	12	8 097	782
	EdUHK	4 345	218	284	15	45	1	4 674	234
	PolyU	13 688	1 305	1 137	175	258	33	15 083	1 513
	HKUST	12 573	347	2 138	263	376	34	15 087	644
	HKU	18 134	790	2 754	343	881	87	21 769	1 220
	Total	69 501	4 117	10 228	1 268	2 313	196	82 042	5 581

Number of non-local student admissions of SY undergraduate programmes					
Academic Year	University	Place of Origin			
		Mainland China	Other Parts of Asia	Other Regions	Total
2022/23	LU	14	-	-	14
	EdUHK	8	-	-	8
	HKUST	3	-	-	3
	Total	25	-	-	25
2023/24	LU	29	1	-	30
	EdUHK	16	-	-	16
	PolyU	1	-	-	1
	Total	46	1	-	47
2024/25 (Provisional figures)	LU	30	-	-	30
	EdUHK	24	-	-	24
	PolyU	2	-	-	2
	Total	56	-	-	56
Number of non-local student admissions of TPg programmes					
Academic Year	University	Place of Origin			
		Mainland China	Other Parts of Asia	Other Regions	Total
2022/23	EdUHK	22	-	-	22
	HKU	36	14	1	51
	Total	58	14	1	73
2023/24	CityU	8	-	2	10
	EdUHK	22	2	1	25
	HKU	49	6	7	62
	Total	79	8	10	97
2024/25 (Provisional figures)	CUHK	1	-	-	1
	EdUHK	54	3	-	57
	HKU	33	6	1	40
	Total	88	9	1	98

Number of non-local students of RPg programmes									
Academic Year	University	Place of Origin							
		Mainland China		Other Parts of Asia		Other Regions		Total	
		No. of Applications	Admissions	No. of Applications	Admissions	No. of Applications	Admissions	No. of Applications	Admissions
2022/23	CityU	2 961	323	309	14	224	13	3 494	350
	HKBU	1 177	82	89	5	95	4	1 361	91
	LU	321	14	55	2	122	4	498	20
	CUHK	4 554	482	607	30	769	20	5 930	532
	EdUHK	273	22	50	6	40	2	363	30
	PolyU	2 616	273	331	16	255	12	3 202	301
	HKUST	3 103	373	524	48	385	13	4 012	434
	HKU	4 055	624	397	35	316	20	4 768	679
	Total	19 060	2 193	2 362	156	2 206	88	23 628	2 437
2023/24	CityU	2 816	439	189	10	169	18	3 174	467
	HKBU	1 430	55	71	5	66	4	1 567	64
	LU	503	22	50	5	82	4	635	31
	CUHK	5 400	620	576	19	669	11	6 645	650
	EdUHK	378	28	49	6	35	2	462	36
	PolyU	2 836	364	223	11	213	14	3 272	389
	HKUST	2 491	414	378	41	269	17	3 138	472
	HKU	4 417	787	360	28	292	18	5 069	833
	Total	20 271	2 729	1 896	125	1 795	88	23 962	2 942
2024/25 (Provisional figures)	CityU	3 679	517	147	18	135	10	3 961	545
	HKBU	1 841	126	88	8	78	6	2 007	140
	LU	730	25	70	-	100	6	900	31
	CUHK	5 714	659	427	24	460	11	6 601	694
	EdUHK	428	23	53	2	42	1	523	26
	PolyU	4 109	634	190	8	303	17	4 602	659
	HKUST	2 476	528	288	56	198	15	2 962	599
	HKU	5 694	907	407	29	383	23	6 484	959
	Total	24 671	3 419	1 670	145	1 699	89	28 040	3 653

Notes:

1. The number of applications for RPg programmes refers to the numbers of applications in the year preceding the respective academic years, including all applications irrespective of the source of funding support for the admitted students.
2. Starting from the 2023/24 academic year, if a student submits more than one application for FYFD programmes to a UGC-funded university via non-JUPAS route, the university concerned will only count it as one application.
3. 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.
4. The place of origin refers to the nationality or place of residence of the non-local students.
5. Admissions of RPg programmes include RPg students fully or partly financed by the UGC funds (i.e. including students financed by external funds at the same time).
6. “-” denotes nil.

7. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

EDB074

(Question Serial No. 1679)

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:

A continuous decline in the birth rate in Hong Kong has led to a decreasing number of school-age children, exerting pressure on kindergartens (KGs) regarding student enrolment. In this connection, please advise this Committee of the following –

- (1) According to estimates, the number of KG students is expected to decrease by over 10 000 in the coming year, yet the number of KGs remains unchanged. Why is there such a discrepancy?
- (2) With the decreasing number of school-age children, there might be a wave of KG closures. Has the Education Bureau anticipated such a scenario, and what short- and medium-term targeted measures are in place to address it? If yes, what are the details? If no, what are the reasons?
- (3) Will the Government undertake comprehensive planning and develop a blueprint to address the aforementioned crisis, in order to tackle long-term population issues and ensure sustainable social development? If yes, what are the details? If no, what are the reasons?

Asked by: Hon KOON Ho-ming, Peter Douglas (LegCo internal reference no.: 36)

Reply:

(1) to (3)

The estimated number of kindergarten (KG) students for the 2025/26 school year is projected based on the school-age population residing in Hong Kong, as compiled with reference to the Population Projections released by the Census and Statistics Department; whereas the estimated number of KGs for the 2025/26 school year is projected based on the actual situation as of December 2024. It is natural that a decline in student population will lead to corresponding adjustment in the number of KGs. All KGs 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 issues. The actual number of KGs each year will be reflected in the report for the following year.

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 KGs joining the Kindergarten Education Scheme (Scheme-KGs) applying for relocation, with a view to nominating suitable SSBs to rent KG premises that are located in public housing estates or owned by the Government.

In addition, starting from the 2024/25 school year, the Relocation Grant has been 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 lower rent premises or Government-owned school premises, so as to improve their school environment or cater for the demands in new development areas, while reducing the surplus of school places in certain districts. As at the 2023/24 school year, a total of 17 KGs have been approved for the grant. For the 2024/25 school year, a total of 7 KGs have been approved for or have confirmed acceptance of the grant. The expenditures for the years 2023-24 and 2024-25 are \$15 million and \$3 million respectively.

In response to the development and operational needs of the KG sector, the Education Bureau (EDB) has addressed their concerns in a timely manner and supported the sustainable development of KGs in various ways. The major measures implemented/being implemented from the 2022/23 to 2024/25 school years include –

- (a) assisting KGs in digitalising school administration and enhancing work efficiency: a one-off “Smart Kindergarten” Grant was provided in the 2022/23 school year to assist Scheme-KGs in developing into “smart KGs”; the expenditure involved was around \$57 million;
- (b) enhancing support for KGs to organise school-based activities that promote national education: a one-off Grant for Promotion of Chinese Art and Culture (the Grant) was provided to Scheme-KGs in the 2022/23 school year. The Grant was enhanced in the 2023/24 school year to, inter alia, increase the subsidy amount and extend the deployment period. Another one-off Grant for Promotion of National Education through Home-school Co-operation has been disbursed in the 2024/25 school year. The above grants strengthen the support for Scheme-KGs to organise more diversified school-based activities with a view to fostering students’ understanding and appreciation of Chinese culture from an early age and promoting national education through home-school co-operation, thereby cultivating in students a sense of national identity, as well as a sense of belonging, pride and affection for our country. The total expenditure involved is about \$288 million;
- (c) supply teachers: starting from the 2023/24 school year, an annual 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 expenditures for the years 2023-24 and 2024-25 are around \$16.7 million and \$15.9 million respectively; and
- (d) encouraging experiential learning activities: starting from the 2023/24 school year, an annual 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 for the year 2024-25 is around \$25 million.

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 for students.

- End -

CONTROLLING OFFICER'S REPLY

EDB075

(Question Serial No. 0986)

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:

It is stated under the Programme that the Education Bureau will provide 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 –

- (1) Please set out the administrative expenses incurred by the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) over the past 3 years.
- (2) Please set out the number of kindergartens participated in the Exchange Programme over the past 3 years, and the details of the average expenditure.
- (3) Further to the above question, will the Government earmark provision in the estimated expenditure for the optimisation and long-term planning of the Exchange Programme? If yes, what are the details? If no, what are the reasons?
- (4) How will the Government publicise and promote the Exchange Programme? How much expenditure will be involved?

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

Reply:

(1) to (4)

To strengthen the connection between the Mainland and Hong Kong kindergartens (KGs) in early childhood education, the Education Bureau (EDB) has launched the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) since the 2023/24 school year, with a focus on fostering teachers' professional exchanges and collaboration, as well as enhancing the friendship between the two places. EDB and the Department of Education of Guangdong Province invited 50 KGs joining the Kindergarten

Education Scheme and 50 KGs from different cities in the Guangdong Province to participate in the Exchange Programme and form learning circles in the first year. EDB will continue to take forward the Exchange Programme in the 2024/25 school year, increasing the number of beneficiary Hong Kong KGs to 100, with a view to deepening professional exchanges and collaboration among KG teachers of the two places, and enhancing the quality of KG education. EDB will issue circular letters to announce the details of the Exchange Programme at appropriate time every year and promotes 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

EDB076

(Question Serial No. 1014)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary 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 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 –

- (1) 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 School-based Speech Therapy Service (SBSTS) in each of the past 3 years;
- (2) further to the above question, the average waiting time for students to receive speech therapy service;
- (3) the estimated expenditure earmarked for providing the Enhanced SBSTS to all public sector primary schools;
- (4) whether the Government 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.: 2)

Reply:

(1) to (3)

The Education Bureau (EDB) has implemented the Enhanced School-based Speech Therapy Service (Enhanced SBSTS) in all public sector ordinary schools. Schools will form clusters to employ school-based speech therapist (SBSTs). SBSTs would, based on students' need, provide appropriate 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 speech and language impairment (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 numbers of students with SLI, SBST posts and relevant expenditures in public sector ordinary primary schools from the 2021/22 to 2023/24 school years are tabulated below –

School year	No. of primary students with SLI (Note 1)	SBST posts (Note 2)	Expenditure (\$ million) (Note 2)
2021/22	26 370	283	193.9
2022/23	27 390	348	246.4
2023/24	27 930	412	305.2

Note:

(1) Including students with SLI comorbid with other types of special educational needs.

(2) The SBST posts will be created in the base school in each cluster, where the base school can be a primary or secondary school. We do not delineate the number of posts and expenditure by school level.

The revised estimated expenditure for the Enhanced SBSTS in the 2024/25 school year is about \$311 million.

(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.

- End -

CONTROLLING OFFICER'S REPLY

EDB077

(Question Serial No. 1040)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

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 –

- (1) the expenditure on the Life-wide Learning Grant (LWLG) for public sector special schools in each of the past 5 years;
- (2) the names of local public sector special schools that applied for LWLG, the number of applications, and the expenditure involved in each of the past 5 years;
- (3) further to the above question, whether the Government will promote life-wide learning in alignment with the curriculum with enhanced efforts and earmark provision to cover the estimates of expenditure for such efforts; if yes, of the details; if no, of the reasons;
- (4) whether the Government 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.: 3)

Reply:

(1) to (4)

To encourage schools to provide students with more diversified experiential learning activities in alignment with the school curriculum, 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 2020/21 to 2024/25 school years are tabulated as follows –

School year	No. of special school beneficiaries @	Amount of the grant (\$ million)
2020/21	61	38
2021/22	62	39
2022/23	62	40
2023/24	62	41
2024/25 ⁺	62	42

@ LWLG is a recurrent grant provided to all public sector schools (including special schools) annually.

+ The relevant amounts of grant are provisional figures.

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 Committee, and upload the relevant report onto the school website. In general, schools are able to make use of LWLG to organise diversified experiential learning activities in alignment with the school curriculum, enrich students' learning experiences and procure equipment for promoting life-wide learning, among others.

- End -

CONTROLLING OFFICER'S REPLY

EDB078

(Question Serial No. 1045)

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:

It is stated under this Programme that the Education Bureau (EDB) provides subvention to the Hong Kong Education City Limited (HKEdCity) 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 –

- (1) the amount of EDB's subvention allocated for the expenditure on the e-platform, with a breakdown of staff costs and maintenance fees in the past 3 years;
- (2) further to the above question, the numbers of schools, teachers, students and parents using HKEdCity e-platform in the past 3 years;
- (3) any measures taken by the Government to ensure the effectiveness of HKEdCity e-platform in providing quality education information and resources.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 4)

Reply:

(1) to (3)

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 3 years are as follows –

School year	Amount of subvention (Note) (\$million)	No. of schools	No. of users		
			Teachers	Students	Parents
2021/22	49.5	966	113 659	606 621	29 709
2022/23	50.4	970	117 277	590 987	23 818
2023/24	58.2	980	120 547	564 497	16 358

Note: All the expenditure (including staff costs and maintenance fees) 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

EDB079

(Question Serial No. 1059)

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:

It is stated under this Programme that the Education Bureau (EDB) strengthens the professional training 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 –

- (1) the number of teacher training participants and the average expenditure per participant in the past 3 years;
- (2) whether EDB will review the expenditure on various programmes regularly to effectively utilise the resources; if yes, of the details; if no, of the reasons;
- (3) 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.: 5)

Reply:

(1) to (3)

The Education Bureau (EDB) attaches great importance to the professional quality of the teaching force and is committed to enhancing the professional competence of principals and teachers through diversified professional development programmes and activities. Starting from the 2020/21 school year, EDB has 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 core training for newly-joined teachers and teachers aspiring for promotion includes workshops on Teachers' Professional Identity, "T-standard⁺" Online Course, as well as workshops on Professional Conduct and Values. 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. EDB also holds training relating to the Constitution, the Basic Law and national security education for principals and teachers.

In addition, EDB organises Mainland study tours for newly-joined teachers and promoted teachers, as well as Mainland study tours for in-service teachers, so that teachers can, through direct personal observation and experience, gain deeper understanding of the latest development of the country, thereby strengthening their abilities to nurture students' sense of national identity.

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. The Enhancement Programme, organised by the National Academy of Governance, includes activities such as exchanges, seminars, visits to advanced organisations on management strategies, and job shadowing with outstanding school leaders, which further enlighten principals of the appropriate strategies and abilities in leading their schools.

The details of the core training for newly-joined teachers and teachers aspiring for promotion/promoted teachers, as well as the training for in-service teachers and principals, along with the numbers of beneficiaries from the 2021/22 to 2023/24 school years, are listed below –

Target participants	Training	No. of training activities	No. of beneficiaries[^]
Newly-joined teachers	Workshop on Teachers' Professional Identity	40 sessions	6 890
	"T-standard ⁺ " Online Course	75 rounds	6 900
	Mainland Study Tours for Newly-joined Teachers	34 tours	4 240
Teachers aspiring for promotion/ Promoted teachers	Workshop on Professional Conduct and Values	29 sessions	7 490
	Mainland Study Tours for Promoted Teachers	15 tours	1 380
In-service teachers	Mainland Study Tours for In-service Teachers	4 tours	180

Target participants	Training	No. of training activities	No. of beneficiaries[^]
Principals	Professional Development Programme for Newly-appointed Principals	3 cohorts	280
	Leadership Enhancement Programme for Primary and Secondary School Principals	4 tours	270
Principals and teachers	Training Programme on the Constitution, the Basic Law and national security education	50 sessions	15 670

[^] Figures rounded to the nearest 10.

EDB also provides training to support the development of school curricula and address the needs of various Key Learning Areas.

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 is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB080

(Question Serial No. 1062)

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:

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 in 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 –

- (1) the numbers of activities, the numbers of participants and the expenditures involved in parent education courses in the past 5 years;
- (2) the numbers of e-learning resources developed, the numbers of users and the expenditures involved in the past 5 years;
- (3) 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.: 6)

Reply:

(1) to (2)

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 commissioned a post-secondary institution to develop the curriculum frameworks on parent education in phases. The Curriculum Framework on Parent Education (Kindergarten), the Curriculum Framework on Parent Education (Primary School) and the Curriculum Framework on Parent Education (Secondary School) were introduced in

September 2021, December 2022 and May 2024 respectively. 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, as well as a one-off grant of \$200,000 on parent education for all publicly-funded primary and secondary schools in Hong Kong in the 2022/23 and 2023/24 school years respectively, 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 2019/20 to 2023/24 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)
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
2023/24	89	3 408	4.37

In addition, EDB provides information about parent education through the one-stop parent education website “Smart Parent Net” and relevant social media platforms. Various e-learning resources, including exemplars that illustrate the curriculum frameworks, parent education resource packages, thematic video clips and articles, were also developed to encourage parents’ self-learning. From the 2019/20 to 2023/24 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)
2019/20	19	0.85
2020/21	30	0.50
2021/22	48	2.07
2022/23	40	1.58
2023/24	46	1.03

Since these e-learning resources are disseminated through various platforms, a breakdown of actual usage is not available.

(3)

Starting from the 2020/21 school year, EDB has been providing a series of parent education programmes tailored for parents of NCS students, 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 parents of NCS students 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 launched the “Parent Education Resource Booklet for Parents of Non-Chinese Speaking Students” in November 2024. The Resource Booklet, which is available in 10 different language versions, has been disseminated through various platforms to help parents of NCS students support their children’s learning and whole-person development. The above initiative involves a 5-year non-recurrent expenditure totalling about \$15 million. EDB will continue to review the needs of parents of NCS students and provide parent education programmes that meet their needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB081

(Question Serial No. 1064)

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 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 –

- (1) the details of how expenditures will be allocated for supporting the Alliance of Universities of Applied Sciences (the Alliance) to foster collaboration among member institutions and their counterparts in the Mainland and overseas;
- (2) whether EDB will consider increasing the relevant funding to enlist more institutions to the Alliance; if yes, of the details; if no, of the reasons;
- (3) the publicity expenses incurred and plans for promoting the Alliance.

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

Reply:

(1) to (3)

To provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors, the Government has been promoting the establishment of universities of applied sciences (UAS), and, in February 2024, promulgated the criteria for qualifying as UAS along with the relevant mechanisms. UAS provide applied degree programmes with an applied focus blending theory and practice, and closely collaborate with professional skills sectors to 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. Subsequently, the Government announced in March and November 2024, respectively, that Hong Kong Metropolitan University (HKMU) and Saint Francis University had been confirmed as the first two UAS in Hong Kong after undergoing stringent procedures and reviews.

As mentioned in the 2024 Policy Address, the Government will continue to support the development of UAS, with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November. The Alliance's secretariat is HKMU, which will take the lead in the development of the Alliance. The Education Bureau (EDB) has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB082

(Question Serial No. 1068)

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:

Regarding salaries, allowances and other operating expenses under the Programme, please advise this Committee of the following –

- (1) the posts and amount of expenditure involved in the expected net decrease of 40 posts within the establishment in 2025-26;
- (2) further to the above, whether a study and consolidation of staff establishment will be undertaken to reduce the number of overlapping posts; if yes, of the details; if no, of the reasons;
- (3) whether the Government will enhance the adoption of artificial intelligence technology to reduce administrative manpower and save expenditure; if yes, of the details; if no, of the reasons.

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

Reply:

(1) to (3)

In order to optimise the use of the civil service manpower resources and maintain the sustainability of public finance, the Education Bureau (EDB) has planned a net deletion of 40 non-directorate posts for 2025-26, including time-limited posts that will lapse and posts that are no longer operationally required (such as those adjusted in response to consolidation in government schools). These posts range across various grades, including Inspector (Graduate), Primary School Master/Mistress, Clerical Officer, Clerical Assistant and Office Assistant. The estimated decrease in salary expenditure is about \$21 million.

EDB reviews the functions and work of different grades from time to time, and implements structural reorganisation, manpower consolidation or adjustment, and work reprioritisation as appropriate to deliver quality services in a more cost-effective manner. EDB also capitalises on technology solutions and actively promotes digitalisation, including piloting the use of a generative artificial intelligence (AI) document processing copilot application developed by

the Hong Kong Generative AI Research and Development Center to assist staff with document processing tasks, such as drafting, translation, and summarisation. Meanwhile, EDB actively explores other AI-powered functionalities, such as speech recognition and data analysis, to enhance work efficiency while reducing manpower and expenses.

- End -

CONTROLLING OFFICER'S REPLY

EDB083

(Question Serial No. 1072)

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 the Programme that free and universal junior and senior secondary schooling will be provided for every youngster in the relevant age group attending public sector secondary schools and the quality of secondary education will further be improved. In this connection, please advise this Committee of the following—

- (1) What were the numbers of student suicides among universities, secondary schools and primary schools in each of the recent 10 years?
- (2) What are the amounts of provision allocated for the Three-tier School-based Emergency Mechanism (the Mechanism), its administrative cost and the expenditure on engaging organisations in each year since its implementation by the Government? Has relevant effectiveness been reviewed; if yes, of the details; if no, of the reasons?
- (3) Regarding the Mechanism, what are the names of and the expenditures involved in organisations offering services in the second tier?
- (4) Further to the above question, what are the numbers of cases handled by each of these organisations, details of the support services provided and the numbers of people served?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 9)

Reply:

(1)

The Education Bureau (EDB) has all along required primary and secondary schools to report fatal suspected student suicide cases in order to provide appropriate professional support to the schools concerned. EDB does not collect data on fatal suspected suicide cases of university students. The numbers of cases in primary and secondary schools in the past 5 years (2020 to 2024) are tabulated as follows –

Year	No. of cases
2020	21
2021	25
2022	25
2023	32
2024	28

(2)

Through the inter-departmental collaboration among EDB, the Health Bureau and the Social Welfare Department (SWD), the Three-tier School-based Emergency Mechanism (the Mechanism) has been implemented in all secondary schools in Hong Kong in December 2023. By pooling together the schools' multi-disciplinary teams, the off-campus support network and medical services, schools, parents and other stakeholders in society work together to achieve early identification and offer support to students at higher suicidal risk. After reviewing relevant circumstances and listening to the views of the sector, the Government decided to extend the implementation period of the Mechanism to the end of 2025 and enhance related arrangements. The Government closely monitors the operation of the Mechanism and has commissioned a study to evaluate its effectiveness. As the expenditure on the Mechanism is subsumed under the Government's recurrent expenditure, no breakdown is available.

(3) and (4)

The second-tier of the Mechanism is to organise an off-campus support network team (the team) through cross-departmental, cross-professional and cross-sector co-operation by 5 non-governmental organisations engaged by SWD, including St. James' Settlement, Caritas-Hong Kong, The Boys' & Girls' Clubs Association of Hong Kong, Hong Kong Children and Youth Services and The Hong Kong Federation of Youth Groups, to provide support for schools in need. For more effective use of resources, starting from November 2024, the Mechanism has been enhanced to allow schools in need to contact the team in their respective districts directly. As the relevant expenditure is subsumed under the Government's recurrent expenditure, no breakdown is available.

Upon receiving referrals under the second-tier of the Mechanism, the team would contact the students concerned as soon as possible and arrange follow-up services, including emergency intervention services covering assessments, support and counselling through individual, group or online format; and would also refer the students to other services such as the Integrated Family Services, the Integrated Community Centre for Mental Wellness and the Integrated Children and Youth Services Centre according to their individual needs. In addition, the team would also visit secondary schools in need to organise mental health activities, with a view to enhancing students' awareness of mental health and helping them build up positive thinking, as well as strengthening their adaptability and awareness of help-seeking. As at February 2025, the team has received a total of 228 case referrals under the second-tier of the Mechanism.

- End -

CONTROLLING OFFICER'S REPLY

EDB084

(Question Serial No. 1074)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned under Programme (8) that the provision for 2025-26 estimate is \$1.9003 billion lower than the revised estimate for 2024-25, which is mainly due to “the abolition of the student grant” and the “decrease of three posts”. In this connection, please advise this Committee of the following –

- (1) Are the said savings of \$1.4069 billion on the “student grant” fully reflected in the reduction of provision under this programme?
- (2) What items are involved in the remaining reduction of \$493.4 million (such as conducting policy research, monitoring international school places and developing curriculum assessment tool)?
- (3) Are the adjustments for the relevant items based on cost-benefit analysis or specific formula?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 10)

Reply:

(1) to (3)

In line with the targeted poverty alleviation strategy of the current-term Government, the Education Bureau will abolish the provision of the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year, with an estimated annual savings of about \$2 billion. The relevant savings have been fully reflected in the provision for 2025-26 under Programme (8) Policy and Support.

- End -

CONTROLLING OFFICER'S REPLY

EDB085

(Question Serial No. 1076)

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:

The provision for Pre-primary Education for 2025-26 is \$373.5 million (7.0%) lower than the revised estimate, while the number of students has dropped by 9 000 (9.5%) over the same period. In this connection, please advise this Committee of the following –

- (1) the specific calculation of “the funding per student”; and whether fixed costs such as school premises maintenance and teacher training are taken into account in the calculation.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 11)

Reply:

(1)

Under the Kindergarten Education Scheme (the Scheme), the Government provides kindergartens (KGs) joining the Scheme (Scheme-KGs) with direct subsidy according to the number of eligible students in the form of a basic half-day unit subsidy. KGs offering whole-day and long whole-day services will receive an additional subsidy of 30% and 60% respectively. Unit subsidy covers teaching staff salary, supporting staff salary and other operating costs. In addition, school-specific grants, including premises related grants and Grant for Support to Non-Chinese Speaking (NCS) Students, are also provided to cater for the diverse needs of individual KGs or students. Meanwhile, the Education Bureau (EDB) has provided various additional support and one-off grants to meet the different operational needs of KGs. Regarding training for KG principals and teachers, EDB offers different types of training programmes covering a wide range of contents for them every year. In addition, EDB has provided them with non-local training programmes in order to continuously enhance their professional capacity and further broaden their horizons in education.

The breakdown of major expenditure items on pre-primary education in 2025-26 is tabulated as follows –

Item	(\$ million) (Estimate)
Kindergarten Education Scheme (Note 1)	4,914.9
Kindergarten and Child Care Centre Fee Remission Scheme	247.2
Refund of rates and government rent to non-profit-making (NPM) KGs not joining the Scheme (Note 1)	6.5
KG principals and teacher training (Note 2)	6.0

Note 1: Expenditures on rental subsidy and reimbursement of rates and government rent for Scheme-KGs are subsumed under the overall expenditure of the Scheme. NPM KGs not joining the 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 includes helping NCS 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB086

(Question Serial No. 1077)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

There will be a decrease of 33 posts under Programme (3) Primary Education in 2025-26, but the “student/teacher ratio” will remain at 11.8:1. In this connection, please advise this Committee of the following –

- (1) What is the specific distribution of the deleted posts (the ratio of teaching to non-teaching posts)? Will the relevant savings be fully allocated to other education programmes?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 12)

Reply:

In order to optimise the use of the civil service manpower resources and maintain the sustainability of public finance, as well as to adjust the number of posts in response to consolidation in government schools, the Education Bureau (EDB) has planned a deletion of 33 posts in government primary schools for 2025-26, including 29 teaching posts (in the Primary School Master/Mistress grade) and 4 non-teaching posts (in the Clerical Officer and Clerical Assistant grades). The relevant savings are part of EDB's recurrent savings required under the Government's Productivity Enhancement Programme and have been reflected in the estimates under Programme (3) Primary Education.

- End -

CONTROLLING OFFICER'S REPLY

EDB087

(Question Serial No. 1078)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

The provision for special education for 2025-26 has only increased by \$11.0 million (0.3%), yet the number of students increased by 150, and that the Personal Care Enhancement Grant for Boarders is to be implemented. In this connection, please advise this Committee of the following –

- (1) What is the unit cost of each additional student? Is the estimated expenditure for the new initiative separated from the regular provision?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 13)

Reply:

In the 2024 Policy Address, the Chief Executive announced that the Personal Care Worker Grant will be replaced by the Personal Care Enhancement Grant for Boarders starting from the 2025/26 school year to enhance the personal care services provided for boarders of relevant special schools. The initiative will benefit all boarders in relevant special schools and the provision of relevant funding has been included under Programme (5) Special Education in the 2025-26 estimates of expenditure.

The unit costs of each student and boarder in different types of special schools vary. For instance, in the 2023/24 school year, the unit cost per student ranged from \$261,000 to \$515,500, while the unit cost for a boarder ranged from \$223,000 to \$474,000. In the 2025/26 school year, the unit costs of additional students will also be calculated based on their respective special school types.

- End -

CONTROLLING OFFICER'S REPLY

EDB088

(Question Serial No. 1110)

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 provision under Programme (7) has increased by \$225.4 million (4.3%), yet the number of full-time places offered by the Vocational Training Council (VTC) has only increased by 4.2% (from 31 020 to 32 320 places). In this connection, please advise this Committee of –

- (1) the percentage of the increased provision spent on VTC; and whether the use of the remaining increased provision is unrelated to student places?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 14)

Reply:

(1)

The 2025-26 estimate under Programme (7) Post-secondary, Vocational and Professional Education is \$225.4 million (4.3%) higher than the 2024-25 revised estimate. This is mainly due to the increase (of about \$280 million) in the estimated expenditures for the Study Subsidy Scheme for Designated Professions/Sectors and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong. The reasons include the continued increase in the number of students enrolling in relevant programmes, anticipated increase in the number of programmes and students eligible for these subsidy schemes, as well as adjustments to the subsidy amounts for these schemes.

- End -

CONTROLLING OFFICER'S REPLY

EDB089

(Question Serial No. 1119)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned that the provision under Programme (8) decreased by \$1.9 billion due to the abolition of the student grant, yet the provision under the “Subsidy to day-school students” item is merely \$7.5 million. In this connection, please advise this Committee –

- (1) whether the difference reflects that there are hidden subsidies under other programmes;
- (2) whether the total savings on the “student grant” are fully counted towards this Programme.

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 15)

Reply:

(1) and (2)

To align with the current-term Government’s strategy of targeted poverty alleviation, the Education Bureau will abolish the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year. The estimated annual saving is about \$2 billion and the saving will be fully reflected under Programme (8) Policy and Support. As for the estimated provision of \$7.5 million under “Subsidy to day-school students” for 2025-26, it is for payment to applications for the student grant in the 2024/25 school year from late applicants or applications under process due to incomplete information.

- End -

CONTROLLING OFFICER'S REPLY

EDB090

(Question Serial No. 1121)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

While the provision for secondary education in 2025-26 will decrease by \$627.3 million, a pilot scheme will be launched to promote artificial intelligence-assisted teaching. In this connection, please advise this Committee of the following –

- (1) Is the estimate for innovation programmes separated from the regular provision? Is there a decrease in the proportion of provision for curriculum reform in the total provision?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 16)

Reply:

The Education Bureau (EDB) is stepping up its efforts to promote digital education in primary and secondary schools. Through a range of diversified strategies, including ongoing curriculum renewal, strengthening teacher training, optimising education ancillary infrastructure, and providing resource support, EDB assists schools in harnessing innovation and technology (I&T), including artificial intelligence (AI), to enhance the digital literacy and competence of both teachers and students, and foster learning and teaching effectiveness, with a view to nurturing talents for the future.

In early 2025, EDB established the Steering Committee on Strategic Development of Digital Education (SCSDDE), which provides advice on the goals and strategies of digital education development as well as makes reference to the good experiences from Hong Kong, Mainland and overseas to facilitate academic and cross-sector collaboration and promote the development of digital education in Hong Kong. SCSDDE has commenced operation and has organised multiple engagement sessions, inviting participation of representatives from the education sector and the I&T industry.

For the promotion of AI-assisted teaching, EDB launched the “AI for Science Education” Funding Programme in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the Quality Education Fund, received an overwhelming response, with a total of 221 successful applications from

publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Schools may use the funding to enrol Science teachers in relevant short courses (including seminars and workshops) to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support programme(s) related to AI-assisted teaching, develop relevant learning and teaching resources, and promote innovative pedagogical approaches.

EDB will organise teacher network activities to collect quality examples of the use of AI in junior secondary Science, summarise schools' practices, and further promote the pedagogical application of AI to the school sector through sharing sessions and workshops.

- End -

CONTROLLING OFFICER'S REPLY

EDB091

(Question Serial No. 1122)

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:

The wastage rate of kindergarten teachers is projected to drop from 19.1% to 14.6%, but the total provision is decreased by 7.0%. In this connection, please advise this Committee of the following –

- (1) What is the specific change in estimate regarding “Teacher training” under the Subhead?
- (2) What is the connection between this change and the target of wastage rate?

Asked by: Hon KWOK Ling-lai, Lillian (LegCo internal reference no.: 17)

Reply:

(1) and (2)

Under the Kindergarten Education Scheme (the Scheme), the Government provides funding for kindergartens (KGs) joining the Scheme according to the number of eligible students in the form of a unit subsidy. School-specific grants, including premises related grants and Grant for Support to Non-Chinese Speaking Students, are also provided to cater for the diverse needs of individual KGs or students. Most funding under the Scheme is calculated based on the number of eligible students. It is natural that a decline in student population leads to corresponding adjustment in the overall expenditure under the Scheme.

Regarding training for KG principals and teachers, the Education Bureau (EDB) offers different types of training programmes every year. The learning contents of training programmes are diversified, covering the scopes of general management skills, school administration and financial management, school self-evaluation and sustainable development, child development, curriculum planning and implementation, etc., with a view to catering for the work and professional development needs of KG principals and teachers in the 21st century. In addition, EDB has provided KG principals and teachers with non-local training programmes in order to continuously enhance their professional capacity and further broaden their horizons in education. The expenditures and estimates on KG principal and teacher training from the 2023-24 to 2025-26 are tabulated as follows –

Item	2023-24 (\$ million) (Actual)	2024-25 (\$ million) (Revised Estimate)	2025-26 (\$ million) (Estimate)
KG principal and teacher training (Note)	5.77	5.20	5.96

Note: EDB offers training for KG principals and teachers to enhance their professional competency, which includes 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.

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. There is no correlation between teacher wastage and the expenditures and estimates on KG principal and teacher training.

- End -

CONTROLLING OFFICER'S REPLY

EDB092

(Question Serial No. 0598)

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 –

- (1) the number of fatal suspected student suicide cases reported to EDB by secondary schools in Hong Kong in each of the past 5 years;
- (2) the number of fatal suspected student suicide cases reported to EDB by primary schools in Hong Kong in each of the past 5 years;
- (3) a breakdown by age and gender for the exact number, rather than a rough ratio, of fatal suspected student suicide cases reported to EDB by primary and secondary schools in Hong Kong in each of the past 5 years;
- (4) a breakdown by month for the number of fatal suspected student suicide cases reported to EDB by primary and secondary schools in Hong Kong in each of the past 5 years, even though EDB indicated last year that there had been no correlation between the occurrence of student suicides and any specific months; and
- (5) how the support for students' mental health is to be enhanced and the expenditures to be involved, given that suspected fatal suicide cases of students surged by 39% between 2019 and 2023, with an increase from 23 cases to 32 cases?

Asked by: Hon LAI Tung-kwok (LegCo internal reference no.: 7)

Reply:

(1) to (4)

The Education Bureau (EDB) has all along required primary and secondary schools to report fatal suspected student suicide cases in order to provide appropriate professional support to the schools concerned. The numbers of cases reported in the past 5 years (2020 to 2024) are tabulated as follows –

Year	No. of cases
2020	21
2021	25
2022	25
2023	32
2024	28

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). The cases in each year differ and there is no correlation between the occurrence of suicide cases and any specific months. There are also significant year-to-year differences. In general, of the cases reported in the past 5 years, a relatively higher number of cases occurred during the periods from May to July and from September to November.

(5)

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 curriculum, information dissemination, activities, training and professional support.

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 on student growth programmes for 2021-22, 2022-23, and 2023-24 were \$86 million, \$87 million, and \$91 million respectively.

To further promote student mental health, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year. The relevant expenditure is about \$700,000. Additionally, EDB provided secondary schools with short videos and lesson plans relating to student mental health.

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. Schools may deploy these grants in the 2023/24 and 2024/25 school years to conduct various mental health promotion activities or programmes for students and teachers. The expenditure of these 2 grants is about \$80 million. 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.

To promote mental health in schools in a more comprehensive and systematic manner, EDB has implemented the 4Rs Mental Health Charter in the 2024/25 school year and invited for the participation of all public sector and Direct Subsidy Scheme schools in Hong Kong.

At the Selective level, EDB provides 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 organises about 40 additional thematic teacher training workshops for teachers and school guidance personnel in the 2024/25 school year, with a more intense focus on enhancing their capacity for 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 has been providing public sector ordinary schools with the Learning Support Grant since the 2017/18 school year, 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, in collaboration with EDB, the Hospital Authority and the Social Welfare Department, has launched the “Student Mental Health Support Scheme” to provide appropriate support services for students with mental health needs. Meanwhile, 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. Starting from December 2023, the Government has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) in all secondary schools in Hong Kong by pooling together the schools’ multi-disciplinary teams, the off-campus support network and medical services so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk. As the expenditure on the above initiatives is 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. The one-stop parent education website “Smart Parent Net” (parent.edu.hk) was launched 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. To help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary school students in the 2024/25 school year. EDB has also promoted positive parent education and enhanced parents’ awareness of children’s mental health through diversified modes such as district-based film gala presentations. EDB’s expenditures in 2021-22, 2022-23 and 2023-24 on promoting home-school co-operation and parent education are about \$140 million, \$180 million and \$160 million respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB093

(Question Serial No. 3064)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Regarding the “Positive Parent Campaign” (the Campaign) run by the Education Bureau (EDB) since June 2020, will the Government advise this Committee of the following –

- (1) A list of competitions and activities organised under the Campaign, and the numbers of schools, students and parents participated in each of the past 3 years.
- (2) Have the expenditures involved in the Campaign been kept track for each of the past 3 years? If yes, what are the details? If no, what are the reasons?
- (3) What are the plans to further promote positive parent education in the future, with a view to fostering proper ways and attitudes of nurturing children?

Asked by: Hon LAI Tung-kwok (LegCo internal reference no.: 39)

Reply:

(1) to (2)

The Education Bureau (EDB) has been running the “Positive Parent Campaign” (the 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. EDB organises different competitions and activities to promote the Campaign at school and community levels every year, most of these are parent-child activities. As parents do not need to sign up to activities at community level via their schools, the number of participating schools is not available. In addition, the expenditure and manpower for some of the activities under the Campaign are subsumed under the Government’s recurrent expenditure, a breakdown is therefore not available. Overall speaking, EDB’s expenditures on promoting

home-school co-operation and parent education in 2021-22, 2022-23 and 2023-24 were about \$140 million, \$180 million and \$160 million respectively.

The competitions and activities organised under the Campaign by EDB and the headcount of participants from 2022 to 2024 are tabulated as below –

Year	Name of activity	Headcount of participants (approximate)
2022	Video Production Competition on Parent Education “Light Up a Bright Future with Your Child”	464 400
	“Playtime with Children” Roving Exhibition	
	Exhibition on Winning Entries of Positive Parent Campaign	
	“Play with Your Children Day”	
2023	“Call for Action: Sharing of Parent-child Games”	22 800
	“Show Gratitude and Appreciation – Support your Child with Love and Companionship” Moving Showroom	
	Promotional activities at the Hong Kong Book Fair	
	“Warm Stitches, Grateful Hearts” Parent-child Crochet Activity	
	“Positive Parent Campaign” Activity Day cum Prize Presentation Ceremony	
	“Call for Action: Parent-child Fun Day”	
2024	Parent-child Visiting to the Elderly under “Warm Stitches, Grateful Hearts” Parent-child Crochet Activity	24 400
	Healthy Living, Happy Family Series – Thrive Party for Kids and Families	
	Promotional activities at the Hong Kong Book Fair	
	Healthy Living, Happy Family Series – Picturise Your Messages Sticker Design Competition	
	Healthy Living, Happy Family Series – Family Fun Party cum Prize Presentation Ceremony	

(3)

Looking ahead, EDB will continue to adopt a multi-pronged approach to promote parent education. Following the launch of the Curriculum Frameworks on Parent Education applicable for kindergartens, primary and secondary schools in 2021, 2022 and 2024 respectively, EDB has commissioned post-secondary institutions or non-governmental organisations to organise programmes and activities suitable for parents at different stages, with reference to the Curriculum Frameworks on Parent Education. These include the “Growing along with Adolescents: Empathy and Companionship” Parent Education Course for parents of secondary students in the 2024/25 and 2025/26 school years, as well as the production of e-learning resources to facilitate parents’ self-learning. Subsequent to the launch of the Parent Education Resource Package for Primary Schools in January 2024, EDB has also commissioned a post-secondary institution to develop the Parent Education Resource Package for Secondary Schools so as to facilitate the relevant stakeholders (such as teachers, school social workers and guidance personnel) in mastering the relevant knowledge and skills, and making good use of it to enhance their school-based parent education programmes for the

on-going promotion of parent education. The Parent Education Resource Package for Secondary Schools is expected to be launched in 2026.

To tie in with the 4Rs Mental Health Charter (4Rs Charter) launched by EDB in 2024/25, the Campaign in 2024 put the emphasis on encouraging parents and students to develop a healthy lifestyle and taking care of their physical and psychological well-being, so as to facilitate happy and healthy growth of children. In particular, the Healthy Living, Happy Family Series encourages parents and children to develop a healthy lifestyle together, which includes having adequate sleep, daily exercises and participating in leisure activities, so that both parents and children can relax appropriately and take care of their physical and psychological well-being to facilitate the happy and healthy growth of children. Taking forward the 4Rs Charter this year, parents and children are encouraged to appreciate the beauty of nature and explore life education, and recognise through these activities the importance of maintaining good interpersonal relationship and building resilience, thereby enhancing their mental health. Relevant activities will be launched progressively in 2025. EDB has also organised the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series in the 2024/25 school year, in order to help parents acquire the knowledge and skills in supporting the healthy growth of their children and taking care of their children’s mental health.

We will continue to provide parents with easy access to information on parent education through the one-stop parent education website “Smart Parent Net” (parent.edu.hk) and its social media platforms. EDB will also continue to review and enhance the relevant measures, work closely with different stakeholders, and further collaborate with schools and parents through home-school co-operation and parent education in nurturing students’ positive attitudes and whole-person development, enabling them to grow up healthily and happily.

- End -

CONTROLLING OFFICER'S REPLY

EDB094

(Question Serial No. 2884)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme (pilot programme), please advise this Committee of the following –

- (1) For the pilot programme in the 2023/24 and 2024/25 academic years, please provide (i) the list of participating secondary schools, (ii) the number of enrolled students, (iii) the number of students who have withdrawn, and (iv) the subject areas involved.
- (2) Given that the two-year pilot programme is due to expire, will the Government consider extending or regularising it? If yes; what are the details? If no, what are the reasons?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 7)

Reply:

(1) and (2)

In the 2023/24 academic year, the Vocational Training Council (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 has offered courses in 2 subject areas, namely “Hospitality” and “Information Technology”, in the 2023/24 and 2024/25 academic years. The list of participating secondary schools, the number of enrolled students, and the number of students who have withdrawn are as follows –

	List of participating secondary schools	Subject area	No. of newly enrolled students	No. of students who have withdrawn	No. of participating students in the 2024/25 academic year
2023/24 academic year (first cohort)	Jockey Club Government Secondary School	Hospitality	51	5*	46
	Kowloon Technical School	Information Technology			
	Sir Ellis Kadoorie Secondary School (West Kowloon)				
2024/25 academic year (second cohort)	Jockey Club Government Secondary School	Hospitality	152	-	152
	HKSKH Bishop Hall Secondary School				
	SKH St. Simon’s Lui Ming Choi Secondary School				
	SKH Holy Carpenter Secondary School				
	Kowloon Technical School	Information Technology			
	Sir Ellis Kadoorie Secondary School (West Kowloon)				
	S.K.H. Li Ping Secondary School				
	TWGHs Yow Kam Yuen College				
	The Hong Kong Taoist Association Ching Chung Secondary School				
Total no. of participating students in the 2024/25 academic year					198

* A total of 5 students withdrew from the first cohort, including 2 students who dropped the relevant HKDSE Examination Category A elective subject or Applied Learning subject, 2 students who transferred to DVE programme offered by the Youth College, and 1 student who dropped out of the secondary school.

The Government will maintain close liaison with VTC in reviewing the effectiveness of the pilot project and considering its long-term operation and arrangements.

- End -

CONTROLLING OFFICER'S REPLY

EDB095

(Question Serial No. 2908)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

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

- (1) the total numbers of teaching staff and administrative and supporting staff, the turnover rates of posts, the numbers of job vacancies and their percentages over the total numbers of posts in VTC in each of the past 3 academic years, by mode of appointment (including various contract terms, i.e. Old Remuneration Package (ORP), New Remuneration Package (NRP) and Short-Term Contract) and by programme or academic discipline (such as sports, engineering and hospitality);
- (2) (i) the numbers of teaching staff and supporting staff at all ranks, (ii) the respective numbers and percentages of staff employed under different modes of appointment, and (iii) the student-teacher ratios of VTC member institution in each of the past 3 academic years, with a breakdown by programme or academic discipline (such as sports, engineering and hospitality); and
- (3) the numbers of programmes and places offered by VTC member institutions, and the actual intakes in each of the past 3 academic years.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 14)

Reply:

(1) and (2)

The Vocational Training Council (VTC) has been deploying manpower resources flexibly taking account of its overall situation as well as the actual needs of its member institutions, including conducting year-round staff recruitment and deploying staff to different posts according to the actual needs. Hence, VTC is unable to provide the number of staff by member institutions, programmes or academic disciplines. VTC member institutions provide a wide array of pre-service and in-service professional training programmes, including different levels of full-time and part-time award bearing programmes as well as short courses. Given that the above programmes have different requirements and

arrangements in terms of teaching modes, course hours and teacher manpower, VTC does not maintain figures regarding student-to-teacher ratio.

The total numbers of staff in major staff categories (including teaching staff and administrative and supporting staff) employed by VTC under the Old Remuneration Package (ORP), New Remuneration Package (NRP) and Short-term Contract, and their respective percentages (over the total number of staff) in the past 3 years are set out below –

Year ¹	Staff category	No. of staff employed			Total no. of staff	Overall voluntary turnover rate ²
		ORP	NRP	Short-term contract		
2022	Teaching staff	323 (6.1%)	1 635 (30.9%)	395 (7.5%)	5 286	8.6%
	Administrative and supporting staff	716 (13.6%)	1 804 (34.1%)	413 (7.8%)		
2023	Teaching staff	253 (5.0%)	1 597 (31.4%)	406 (7.8%)	5 092	9.5%
	Administrative and supporting staff	625 (12.3%)	1 811 (35.6%)	400 (7.9%)		
2024	Teaching staff	188 (3.6%)	1 649 (31.7%)	421 (8.1%)	5 206	6.2%
	Administrative and supporting staff	549 (10.5%)	1 927 (37.0%)	472 (9.1%)		

Note 1: Figures as at 1 January of the respective years.

Note 2: Only the overall voluntary turnover rate of full-time staff on a non-short-term contract basis (including resignation and non-renewal of contract) is included.

(3)

Relevant programmes offered by VTC and the number of students by mode of study, institution and programme type from the 2022/23 to 2024/25 academic years are set out at Annex.

**Numbers of programmes, places for fresh intakes and actual intakes of
vocational and professional education programmes offered by VTC
by mode of study, institution and programme type from the 2022/23 to 2024/25 academic years**

Mode of study	Institution	Programme type	2022/23 academic year			2023/24 academic year			2024/25 academic year (figures as at 15 October 2024)		
			No. of programmes	No. of places for fresh intakes	No. of actual intakes	No. of programmes	No. of places for fresh intakes	No. of actual intakes	No. of programmes	No. of places for fresh intakes	No. of actual intakes
Full-time	Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ Hong Kong Institute of Information Technology/ Youth College/ Hotel and Tourism Institute/ Chinese Culinary Institute/ International Culinary Institute/ Maritime Services Training Institute	Higher Diploma	113	7 850	7 723	113	7 530	8 127	109	9 030	8 898
		Diploma of Foundation Studies	8	4 350	4 955	8	4 350	4 794	9	4 400	4 256
		Diploma of Vocational Education/ Diploma of Vocational Baccalaureate	26	2 970	3 052	29	2 940	3 124	31	2 940	3 389
		Other Diplomas and Certificates	18	962	904	16	871	645	13	800	481
Part-time	Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ Hong Kong Institute of Information Technology/ Youth College	Higher Diploma	34	1 368	1 245	31	1 203	1 146	32	1 253	1 057
		Diploma of Foundation Studies	2	110	92	2	100	102	2	85	89
		Diploma of Vocational Education/ Diploma of Vocational Baccalaureate	30	552	477	31	612	427	28	419	502
		Other Diplomas and Certificates	5	450	429	4	438	417	4	416	413

^ Figures of full-time short courses (i.e. less than 22 weeks) are included.

- End -

CONTROLLING OFFICER'S REPLY

EDB096

(Question Serial No. 2909)

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 post-secondary institutions, please advise this Committee of –

- (1) (i) the numbers of target intakes, (ii) the numbers of actual intakes, (iii) the enrolment rates, (iv) the tuition fee levels, and (v) the median monthly incomes of graduates of (a) first-year-first-degree programmes, (b) senior year top-up degree programmes, and (c) associate degree programmes offered by self-financing post-secondary institutions in the past 2 academic years and the current academic year;
- (2) the numbers of students and the tuition fee levels of research postgraduate programmes and taught postgraduate programmes offered by self-financing post-secondary institutions in the past 2 academic years and the current academic year;
- (3) the numbers of local students and non-local students admitted by the 8 University Grants Committee-funded universities in the past 2 academic years and the current academic year, with a breakdown by level of study (i.e. associate degree programmes, first-year-first-degree programmes, senior year top-up degree programmes, research postgraduate programmes and taught postgraduate programmes);
- (4) the numbers of (i) local students, (ii) students from the Mainland, Taiwan, China and Macao, and (iii) other non-local students admitted by self-financing post-secondary institutions in the past 2 academic years and the current academic year, with a breakdown by level of study; and
- (5) the numbers of local students, Mainland students and other non-local students of research programmes and taught programmes offered by self-financing post-secondary institutions in the past 2 academic years and the current academic year.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 15)

Reply:

(1), (3) and (4)

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 2022/23 to 2024/25 academic years (AYs) are at **Annexes 1 to 3**. The Education Bureau does not maintain information on the number of target intakes and the enrolment rates of these programmes.

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) (including TUD) programmes from the 2021/22 to 2022/23 AYs are at **Annex 4**. Relevant information for the 2023/24 AY is not yet available from relevant institutions pending completion of their graduate employment surveys.

The numbers of students of the University Grants Committee (UGC)-funded programmes by university, level of study and place of origin from the 2022/23 to 2024/25 AYs are at **Annex 5**.

The actual intakes of full-time locally-accredited self-financing SD and Ug programmes, self-financing research postgraduate (RPg) and taught postgraduate (TPg) programmes by institution and place of origin from the 2022/23 to 2024/25 AYs are at **Annexes 6 to 9**.

(2) and (5)

The total tuition fees and numbers of students by place of origin of locally-accredited self-financing RPg and TPg programmes by institution from the 2022/23 to 2024/25 AYs are at **Annexes 10 and 11** respectively.

**Estimated Intake Places of Full-time Locally-accredited Self-financing
SD, FYFD and TUD Programmes by Institution from the 2022/23 to 2024/25 AYs**

Institution	2022/23 AY				2023/24 AY				2024/25 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	360	-	-	360	345	-	-	345	345	-	-	345
Caritas Institute of Community Education	@	-	-	@	@	-	-	@	@	-	-	@
City University of Hong Kong – School of Continuing and Professional Education ^[1]	-	110	130	240	-	-	70	70	-	-	-	-
Gratia Christian College	190	100	95	385	160	100	95	355	160	100	95	355
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 880	-	-	1 880	1 430	-	-	1 430	1 424	-	-	1 424
Hong Kong Adventist College	45	-	-	45	93	-	-	93	95	-	-	95
Hong Kong Art School	50	65		115	50	65		115	50	20	45	115
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 805	210 ^[1]	640	2 655	1 875	216	620	2 711	1 910	186	480	2 576
Hong Kong Chu Hai College ^[2]	-	580	220	800	-	630	220	850	50	590	240	880
Hong Kong College of Technology and HKCT Institute of Higher Education	278	40	50	368	293	35	50	378	298	45	45	388
Hong Kong Institute of Technology	100	80	165	345	120	50	205	375	120	50	215	385
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 245	2 335	1 272	4 852	1 225	2 200	1 696	5 121	1 390	2 205	1 850	5 445
Hong Kong Nang Yan College of Higher Education	36	105	30	171	36	105	45	186	36	65	20	121
Hong Kong Shue Yan University	-	640	800	1 440	-	550	510	1 060	-	700	451	1 151
Lingnan University	-	110	155	265	-	120	160	280	-	135	190	325
Lingnan University – Lingnan Institute of Further Education	288	-	-	288	220	-	-	220	220	-	-	220
Saint Francis University ^[3]	220	605	94	919	205	736	109	1 050	205	741	114	1 060
The Chinese University of Hong Kong – School of Continuing and Professional Studies	742	-	-	742	714	-	-	714	595	-	-	595
The Education University of Hong Kong	-	-	85	85	-	-	65	65	-	-	50	50
The Hang Seng University of Hong Kong	-	1 445	1 345	2 790	-	1 435	1 395	2 830	-	1 035	1 425	2 460
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 500	-	1 000	5 500	4 200	-	800	5 000	4 205	-	820	5 025
The Hong Kong University of Science and Technology	-	44	-	44	-	55	-	55	-	51	-	51
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 260	40	143	3 443	3 600	23	140	3 763	4 500	23	101	4 624
Tung Wah College	230	730	230	1 190	260	790	220	1 270	295	760	255	1 310
UOW College Hong Kong	645	70	170	885	520	80	120	720	505	90	125	720
Vocational Training Council ^[4]	90	152	2 248	2 490	60	202	2 115	2 377	-	169	2 162	2 331
Yew Chung College of Early Childhood Education	120	35	60	215	120	35	80	235	120	35	80	235
YMCA College of Careers	25	-	-	25	20	-	-	20	40	-	-	40

- Notes:
- Figures are based on estimates made by institutions for planning purposes and may not necessarily represent the maximum approved intake quotas or admission targets.
- [1] Figures include places of part-time programmes of the institution concerned.
- [2] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
- [3] 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 / Hong Kong Institute of Information Technology.
- “-” 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 2022/23 to 2024/25 AYs**

Institution	2022/23 AY				2023/24 AY				2024/25 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	369	-	-	369	352	-	-	352	463	-	-	463
Caritas Institute of Community Education	12	-	-	12	-	-	-	-	-	-	-	-
City University of Hong Kong – School of Continuing and Professional Education	-	54	60	114	-	-	32	32	-	-	-	-
Gratia Christian College	75	32	48	155	84	33	49	166	69	31	50	150
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 339	-	-	1 339	1 453	-	-	1 453	1 489	-	-	1 489
Hong Kong Adventist College	61	-	-	61	64	-	-	64	50	-	-	50
Hong Kong Art School	38	24	19	81	37	12	25	74	40	@	@	@
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 873	206	410	2 489	1 910	200	386	2 496	1 956	234 ^[2]	394	2 584
Hong Kong Chu Hai College ^[3]	-	37	23	60	5	81	52	138	-	88	11	99
Hong Kong College of Technology and HKCT Institute of Higher Education	204	28	41	273	259	44	38	341	362	50	51	463
Hong Kong Institute of Technology	132	112	192	436	152	85	254	491	167	83	257	507
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 034	1 727	1 220	3 981	1 311	2 520	1 314	5 145	1 556	3 082	1 201	5 839
Hong Kong Nang Yan College of Higher Education	5	34	1	40	2	34	10	46	2	39	16	57
Hong Kong Shue Yan University	-	698	410	1 108	-	926	427	1 353	-	988	473	1 461
Lingnan University	-	107	136	243	-	108	117	225	-	126	117	243
Lingnan University – Lingnan Institute of Further Education	209	-	-	209	245	-	-	245	273	-	-	273
Saint Francis University ^[4]	207	653	112	972	225	800	108	1 133	238	893	138	1 269
The Chinese University of Hong Kong – School of Continuing and Professional Studies	743	-	-	743	713	-	-	713	640	-	-	640
The Education University of Hong Kong	-	-	61	61	-	-	40	40	-	-	58	58
The Hang Seng University of Hong Kong	-	796	926	1 722	-	876	865	1 741	-	1 133	819	1 952
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 893	-	692	5 585	4 784	-	673	5 457	4 131	-	1 035	5 166
The Hong Kong University of Science and Technology	-	44	-	44	-	52	-	52	-	50	-	50
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 805	29	101	3 935	4 401	30	91	4 522	6 100	26	34	6 160
Tung Wah College	210	553	201	964	207	668	234	1 109	321	922	288	1 531
UOW College Hong Kong	419	11	107	537	402	15	63	480	495	23	84	602
Vocational Training Council ^[5]	99	100	1 679	1 878	75	125	1 923	2 123	-	161	1 786	1 947
Yew Chung College of Early Childhood Education	72	12	20	104	69	14	30	113	56	9	23	88
YMCA College of Careers	9	-	-	9	22	-	-	22	29	-	-	29

Notes:

[1] Provisional figures as at early October 2024. Final actual intakes may vary.

[2] Figures include intakes of TUD 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 / Hong Kong Institute of Information Technology.

“-” 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 2022/23 to 2024/25 AYs
(Tuition Fee not yet Deducted by any Applicable Subsidy)**

Institution	2022/23 AY			2023/24 AY			2024/25 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	59,000 - 73,155	-	-	61,070 - 74,320	-	-	62,330 - 75,725	-	-
Caritas Institute of Community Education	62,670	-	-	#	-	-	-	-	-
City University of Hong Kong – School of Continuing and Professional Education ^[1]	-	85,200	124,200	-	-	126,000	-	-	-
Gratia Christian College	53,500 - 75,000	70,200	72,900	54,300 - 76,150	71,250 - 82,500	74,000 - 85,950	55,300 - 77,550	72,600 - 84,000	75,400 - 87,500
HKU SPACE Po Leung Kuk Stanley Ho Community College	58,780 - 60,180	-	-	59,000 - 61,140	-	-	59,000 - 62,300	-	-
Hong Kong Adventist College	60,000 - 90,000	-	-	60,000 - 92,700	-	-	61,800 - 95,480	-	-
Hong Kong Art School ^[1]	59,550	99,980	99,980	61,035	101,480	101,480	62,556	103,306	103,306
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film ^[1]	51,660 - 66,060	58,720 - 96,000	85,140 - 111,420	53,210 - 67,400	59,900 - 97,800	86,856 - 114,000	54,810 - 70,092	62,304 - 99,660	86,922 - 91,080
Hong Kong Chu Hai College ^[2]	-	71,718	72,553 - 74,225	29,000	72,865	73,713 - 75,410	29,000	74,245	75,110 - 76,840
Hong Kong College of Technology and HKCT Institute of Higher Education	57,598 - 77,880	87,457 - 90,159	90,025 - 91,540	58,520 - 81,774	88,856 - 91,601	91,465 - 93,005	59,631 - 85,074	90,543 - 93,341	93,202 - 94,771
Hong Kong Institute of Technology ^[1]	56,000	48,000 - 70,333	48,000 - 76,000	56,000	48,760 - 71,433	48,760 - 77,200	56,000	49,600 - 72,733	49,600 - 78,600
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	62,740 - 100,890	78,320 - 165,050	78,160 - 105,625	63,700 - 102,464	79,560 - 167,600	79,400 - 111,480	64,900 - 104,410	81,070 - 170,780	80,900 - 141,195
Hong Kong Nang Yan College of Higher Education	77,000	71,200 - 82,250	71,200	77,000	71,200 - 82,250	71,200 - 92,270	77,000	71,200 - 82,250	71,200 - 92,270
Hong Kong Shue Yan University	-	74,502 - 89,000	74,502	-	75,694 - 90,424	75,694 - 90,424	-	77,132 - 92,142	77,132 - 92,142
Lingnan University	-	100,000 - 140,000	90,000 - 140,000	-	100,000 - 140,000	90,000 - 140,000	-	100,000 - 145,000	90,000 - 140,000
Lingnan University – Lingnan Institute of Further Education	61,000 - 64,000	-	-	62,500 - 65,500	-	-	64,000 - 67,000	-	-
Saint Francis University ^[3]	56,000 - 97,540	79,695 - 154,810	79,993 - 83,000	57,960 - 99,100	80,965 - 157,280	81,270 - 84,320	59,900 - 79,515	82,495 - 160,260	82,807 - 85,915
The Chinese University of Hong Kong – School of Continuing and Professional Studies	63,000 - 90,390	-	-	64,200 - 93,495	-	-	67,580 - 96,320	-	-
The Education University of Hong Kong	-	-	98,000	-	-	98,000	-	-	98,000
The Hang Seng University of Hong Kong	-	91,855 - 114,650	94,330 - 120,330	-	93,905 - 116,480	95,830 - 122,250	-	95,685 - 118,690	90,610 - 124,570
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	63,900 - 76,005	-	80,700 - 107,235	66,450 - 79,028	-	82,650 - 109,890	70,050 - 85,028	-	90,000 - 120,915
The Hong Kong University of Science and Technology	-	264,250	-	-	274,878	-	-	290,469	-
The University of Hong Kong – School of Professional and Continuing Education / HKU SPACE Community College ^[1]	59,000 - 82,000	64,000	60,600 - 112,500	59,000 - 82,000	66,400	60,600 - 112,500	59,000 - 82,000	68,800	70,000 - 119,250
Tung Wah College	60,930 - 97,510	69,730 - 157,120	75,620 - 142,320	61,900 - 100,425	70,840 - 159,630	76,820 - 144,590	60,920 - 84,930	72,180 - 166,000	78,270 - 147,330
UOW College Hong Kong ^[1]	56,700 - 87,050	71,500	74,000 - 96,000	56,700 - 87,050	72,000	75,000 - 96,000	59,850 - 88,100	73,200	74,200 - 97,800
Vocational Training Council ^{[1][4]}	57,600 - 59,000	85,965 - 111,870	67,032 - 111,870	60,200	87,285 - 113,520	68,096 - 113,520	-	88,935 - 115,665	63,882 - 115,665
Yew Chung College of Early Childhood Education	80,610	93,410	93,410	84,650	94,900	94,900	86,800	99,300	99,300
YMCA College of Careers	54,780 - 58,900	-	-	54,780 - 79,500	-	-	54,780 - 79,500	-	-

Notes:

- [1] The institution offers locally-accredited non-local FYFD and/or TUD programmes.
 - [2] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
 - [3] 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 / Hong Kong Institute of Information Technology.
- “-” 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 2021/22 to 2022/23 AYs**

Institution	2021/22 AY		2022/23 AY	
	Average Annual Salary (\$)		Average Annual Salary (\$)	
	SD	Ug	SD	Ug
Caritas Bianchi College of Careers	225,100	-	264,000	-
Caritas Institute of Community Education	-	-	216,000	-
Centennial College	-	@	-	-
City University of Hong Kong	-	-	-	480,000
City University of Hong Kong – School of Continuing and Professional Education	-	191,300	-	170,400
Gratia Christian College	@	337,500	#	405,600
HKU SPACE Po Leung Kuk Stanley Ho Community College	185,000	-	178,000	-
Hong Kong Art School	144,000	150,000	#	166,000
Hong Kong Baptist University	-	222,500	-	204,000
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	189,500	232,200	204,700	238,600
Hong Kong Chu Hai College ^[1]	-	217,600	-	208,400
Hong Kong College of Technology and HKCT Institute of Higher Education	219,500	192,000	244,600	406,400
Hong Kong Institute of Technology	246,700	328,600	335,200	431,300
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education ^[2]	258,200	251,000	282,900	269,100
Hong Kong Nang Yan College of Higher Education	#	326,900	#	371,000
Hong Kong Shue Yan University	-	203,200	-	221,800
Lingnan University	-	@	-	260,000
Lingnan University – Lingnan Institute of Further Education	217,800	-	203,400	-
Saint Francis University ^[3]	268,400	344,800	287,400	360,400
The Chinese University of Hong Kong – School of Continuing and Professional Studies	223,700	-	223,500	-
The Education University of Hong Kong	-	240,200	-	230,400
The Hang Seng University of Hong Kong	-	208,800	-	229,700
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	191,000	220,500	204,300	221,700
The Hong Kong University of Science and Technology	-	@	-	@
The University of Hong Kong – School of Professional and Continuing Education / HKU SPACE Community College	169,700	215,700	191,100	224,500
Tung Wah College	288,800	372,700	393,100	330,500
UOW College Hong Kong	237,900	210,300	291,200	235,800
Vocational Training Council ^[4]	225,500	221,000	208,000	233,300
Yew Chung College of Early Childhood Education	@	@	@	@
YMCA College of Careers	-	-	210,000	-

Notes:

Average annual salary only covers graduates in full-time employment who took part and provided salary information in the graduate employment surveys conducted by respective institutions. Figures include commission and other cash allowances (e.g. double pay, year-end payment / bonus, etc.).

- [1] 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 / Hong Kong Institute of Information Technology.
- “-” 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.

Annex 5

Numbers of Students of UGC-funded Programmes by University, Level of Study and Place of Origin from the 2022/23 to 2024/25 AYs

(No. of Students)

AY	Level of Study	Place of Origin	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	All Universities
2022/23	SD programme	Local	-	-	-	-	344	-	-	-	344
		Non-local	-	-	-	-	-	-	-	-	-
		Total	-	-	-	-	344	-	-	-	344
	FYFD programme	Local	2 056	1 137	538	3 370	653	2 495	2 105	3 174	15 528
		Non-local	482	274	122	558	87	807	519	1 058	3 907
		Total	2 538	1 411	660	3 928	740	3 302	2 624	4 232	19 435
	Senior Year (SY) Ug programme	Local	876	811	191	417	457	1 780	158	349	5 039
		Non-local	-	-	14	-	8	-	3	-	25
		Total	876	811	205	417	465	1 780	161	349	5 064
	TPg programme	Local	53	101	-	499	340	-	-	557	1 550
		Non-local	-	-	-	-	22	-	-	51	73
		Total	53	101	-	499	362	-	-	608	1 623
	RPg programme	Local	8	29	8	125	5	56	72	113	415
		Non-local	168	91	20	532	30	301	392	628	2 162
		Total	176	120	28	657	35	357	464	740	2 577
	All Levels of Study	Local	2 993	2 078	737	4 411	1 799	4 331	2 335	4 193	22 876
		Non-local	650	365	156	1 090	147	1 108	914	1 737	6 167
		Total	3 643	2 443	893	5 501	1 946	5 439	3 249	5 929	29 043
2023/24	SD programme	Local	-	-	-	-	342	-	-	-	342
		Non-local	-	-	-	-	-	-	-	-	-
		Total	-	-	-	-	342	-	-	-	342
	FYFD programme	Local	2 227	1 191	574	3 520	625	2 496	2 055	3 246	15 934
		Non-local	484	266	125	590	106	819	558	819	3 767
		Total	2 711	1 457	699	4 110	731	3 315	2 613	4 065	19 701
	SY Ug programme	Local	855	797	205	421	440	1 770	163	333	4 984
		Non-local	-	-	30	-	16	1	-	-	47
		Total	855	797	235	421	456	1 771	163	333	5 031
	TPg programme	Local	53	105	-	620	401	-	-	601	1 780
		Non-local	10	-	-	-	25	-	-	62	97
		Total	63	105	-	620	426	-	-	663	1 877
	RPg programme	Local	12	10	4	125	8	51	75	119	405
		Non-local	312	64	31	650	36	389	424	759	2 665
		Total	325	74	35	775	44	440	499	879	3 070
	All Levels of Study	Local	3 147	2 103	783	4 686	1 816	4 317	2 293	4 299	23 445
		Non-local	806	330	186	1 240	183	1 209	982	1 640	6 576
		Total	3 954	2 433	969	5 926	1 999	5 526	3 275	5 940	30 021
2024/25 (Provisional Figures)	SD programme	Local	-	-	-	-	325	-	-	-	325
		Non-local	-	-	-	-	-	-	-	-	-
		Total	-	-	-	-	325	-	-	-	325
	FYFD programme	Local	2 212	1 131	540	3 336	631	2 497	2 154	3 068	15 569
		Non-local	590	407	192	782	234	1 513	644	1 220	5 582
		Total	2 802	1 538	732	4 118	865	4 010	2 798	4 288	21 151
	SY Ug programme	Local	986	793	187	407	464	1 727	161	383	5 108
		Non-local	-	-	30	-	24	2	-	-	56
		Total	986	793	217	407	488	1 729	161	383	5 164
	TPg programme	Local	53	99	-	612	383	-	-	657	1 804
		Non-local	-	-	-	1	57	-	-	40	98
		Total	53	99	-	613	440	-	-	697	1 902
	RPg programme	Local	8	15	13	107	8	49	118	107	426
		Non-local	398	140	31	693	26	659	537	855	3 339
		Total	406	155	44	800	34	708	656	962	3 764

AY	Level of Study	Place of Origin	CityU	HKBU	LU	CUHK	EdUHK	PolyU	HKUST	HKU	All Universities
	All Levels of Study	Local	3 259	2 038	740	4 462	1 811	4 273	2 433	4 215	23 232
		Non-local	988	547	253	1 476	341	2 174	1 181	2 115	9 075
		Total	4 247	2 585	993	5 938	2 152	6 447	3 615	6 330	32 306

Notes:

1. The place of origin refers to the nationality or place of residence of non-local students.
2. “-” denotes nil.
3. The number of students of UGC-funded RPg programmes refers to the number of 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.
4. Abbreviations:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

**Actual Intakes of Full-time Locally-accredited Self-financing SD Programmes by
Institution and Place of Origin from the 2022/23 to 2024/25 AYs**

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland, Macao and Taiwan	Other Non- local	
2022/23	Caritas Bianchi College of Careers	368	0	1	369
	Caritas Institute of Community Education	12	0	0	12
	Gratia Christian College	60	15	0	75
	HKU SPACE Po Leung Kuk Stanley Ho Community College	1 231	107	1	1 339
	Hong Kong Adventist College	61	0	0	61
	Hong Kong Art School	37	1	0	38
	Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 717	156	0	1 873
	Hong Kong College of Technology and HKCT Institute of Higher Education	190	13	1	204
	Hong Kong Institute of Technology	128	4	0	132
	Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	970	60	4	1 034
	Hong Kong Nang Yan College of Higher Education	5	0	0	5
	Lingnan University – Lingnan Institute of Further Education	189	20	0	209
	Saint Francis University ^[3]	207	0	0	207
	The Chinese University of Hong Kong – School of Continuing and Professional Studies	711	31	1	743
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 863	30	0	4 893
	The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 699	106	0	3 805
	Tung Wah College	210	0	0	210
	UOW College Hong Kong	341	75	3	419
	Vocational Training Council ^[4]	99	0	0	99
	Yew Chung College of Early Childhood Education	66	5	1	72
	YMCA College of Careers	9	0	0	9
2023/24	Caritas Bianchi College of Careers	349	2	1	352
	Gratia Christian College	63	21	0	84
	HKU SPACE Po Leung Kuk Stanley Ho Community College	1 304	146	3	1 453
	Hong Kong Adventist College	64	0	0	64
	Hong Kong Art School	37	0	0	37
	Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 705	204	1	1 910
	Hong Kong Chu Hai College ^[2]	5	0	0	5
	Hong Kong College of Technology and HKCT Institute of Higher Education	227	31	1	259
	Hong Kong Institute of Technology	151	1	0	152
	Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 133	178	0	1 311
	Hong Kong Nang Yan College of Higher Education	2	0	0	2

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland, Macao and Taiwan	Other Non-local	
	Lingnan University – Lingnan Institute of Further Education	222	23	0	245
	Saint Francis University ^[3]	224	1	0	225
	The Chinese University of Hong Kong – School of Continuing and Professional Studies	645	68	0	713
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 665	117	2	4 784
	The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	4 163	237	1	4 401
	Tung Wah College	204	2	1	207
	UOW College Hong Kong	356	43	3	402
	Vocational Training Council ^[4]	75	0	0	75
	Yew Chung College of Early Childhood Education	49	18	2	69
	YMCA College of Careers	22	0	0	22
2024/25 (Provisional Figures)	Caritas Bianchi College of Careers	458	5	0	463
	Gratia Christian College	57	10	2	69
	HKU SPACE Po Leung Kuk Stanley Ho Community College	1 360	128	1	1 489
	Hong Kong Adventist College	50	0	0	50
	Hong Kong Art School	40	0	0	40
	Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 860	94	2	1 956
	Hong Kong College of Technology and HKCT Institute of Higher Education	288	73	1	362
	Hong Kong Institute of Technology	165	2	0	167
	Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 324	232	0	1 556
	Hong Kong Nang Yan College of Higher Education	2	0	0	2
	Lingnan University – Lingnan Institute of Further Education	256	17	0	273
	Saint Francis University ^[3]	237	1	0	238
	The Chinese University of Hong Kong – School of Continuing and Professional Studies	565	75	0	640
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	3 921	210	0	4 131
	The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	5 733	366	1	6 100
	Tung Wah College	308	13	0	321
	UOW College Hong Kong	441	51	3	495
	Yew Chung College of Early Childhood Education	33	19	4	56
	YMCA College of Careers	29	0	0	29

Notes:

1. The place of origin refers to the nationality or place of residence of the non-local students.
2. Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
3. 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 and Technological and Higher Education Institute of Hong Kong.

**Actual Intakes of full-time locally-accredited self-financing Ug programmes
by institution and place of origin from the 2022/23 to 2024/25 AYs**

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland, Macao and Taiwan	Other Non-local	
2022/23	City University of Hong Kong – School of Continuing and Professional Education	114	0	0	114
	Gratia Christian College	80	0	0	80
	HKCT Institute of Higher Education	68	1	0	69
	Hong Kong Art School	41	2	0	43
	Hong Kong Baptist University – School of Continuing Education / College of International Education	522	93	1	616
	Hong Kong Chu Hai College	46	10	4	60
	Hong Kong Institute of Technology	304	0	0	304
	Hong Kong Metropolitan University	2 600	346	1	2 947
	Hong Kong Nang Yan College of Higher Education	35	0	0	35
	Hong Kong Shue Yan University	916	190	2	1 108
	Lingnan University	51	191	1	243
	Saint Francis University	764	0	1	765
	The Education University of Hong Kong	58	3	0	61
	The Hang Seng University of Hong Kong	1 591	129	2	1 722
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	616	76	0	692
	The Hong Kong University of Science and Technology	3	3	38	44
	The University of Hong Kong – School of Professional and Continuing Education	121	0	9	130
	Tung Wah College	745	8	1	754
	UOW College Hong Kong	117	0	1	118
	Vocational Training Council	1 754	23	2	1 779
	Yew Chung College of Early Childhood Education	32	0	0	32
2023/24	City University of Hong Kong – School of Continuing and Professional Education	32	0	0	32
	Gratia Christian College	82	0	0	82
	HKCT Institute of Higher Education	81	1	0	82
	Hong Kong Art School	37	0	0	37
	Hong Kong Baptist University – School of Continuing Education / College of International Education	474	112	0	586
	Hong Kong Chu Hai College	48	82	3	133
	Hong Kong Institute of Technology	339	0	0	339
	Hong Kong Metropolitan University	3 014	816	4	3 834
	Hong Kong Nang Yan College of Higher Education	44	0	0	44
	Hong Kong Shue Yan University	995	354	4	1 353
	Lingnan University	63	162	0	225
	Saint Francis University	907	0	1	908
	The Education University of Hong Kong	40	0	0	40
	The Hang Seng University of Hong Kong	1 489	251	1	1 741
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	580	93	0	673

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland, Macao and Taiwan	Other Non-local	
	The Hong Kong University of Science and Technology	8	3	41	52
	The University of Hong Kong – School of Professional and Continuing Education	110	0	11	121
	Tung Wah College	859	43	0	902
	UOW College Hong Kong	77	0	1	78
	Vocational Training Council	1 747	300	1	2 048
	Yew Chung College of Early Childhood Education	42	1	1	44
2024/25 (Provisional Figures)	Gratia Christian College	81	0	0	81
	HKCT Institute of Higher Education	97	4	0	101
	Hong Kong Baptist University – School of Continuing Education / College of International Education	529	99	0	628
	Hong Kong Chu Hai College	29	68	2	99
	Hong Kong Institute of Technology	340	0	0	340
	Hong Kong Metropolitan University	3 354	912	17	4 283
	Hong Kong Nang Yan College of Higher Education	55	0	0	55
	Hong Kong Shue Yan University	1 096	363	2	1 461
	Lingnan University	51	190	2	243
	Saint Francis University	1 031	0	0	1 031
	The Education University of Hong Kong	58	0	0	58
	The Hang Seng University of Hong Kong	1 569	382	1	1 952
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	638	396	1	1 035
	The Hong Kong University of Science and Technology	10	2	38	50
	The University of Hong Kong – School of Professional and Continuing Education	59	0	1	60
	Tung Wah College	966	244	0	1 210
	UOW College Hong Kong	104	0	3	107
	Vocational Training Council	1 773	170	4	1 947
	Yew Chung College of Early Childhood Education	31	0	1	32

Notes:

- Figures include students of FYFD and TUD programmes.
- The place of origin refers to the nationality or place of residence of the non-local students.
- Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
- Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.
- 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.

**Actual Intakes of Locally-accredited Self-financing RPg Programmes
by Institution and Place of Origin from the 2022/23 to 2024/25 AYs**

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland, Macao and Taiwan	Other Non- local	
2022/23	City University of Hong Kong	25	423	20	469
	Hong Kong Baptist University	9	40	0	49
	Lingnan University	7	10	0	17
	The Chinese University of Hong Kong	40	139	0	179
	The Education University of Hong Kong	0	0	0	0
	The Hong Kong Polytechnic University	44	405	29	478
	The Hong Kong University of Science and Technology	37	207	25	270
	The University of Hong Kong	56	127	7	191
	Hong Kong Metropolitan University	8	1	0	9
	Hong Kong Shue Yan University	15	12	10	37
2023/24	City University of Hong Kong	19	417	8	444
	Hong Kong Baptist University	12	125	2	139
	Lingnan University	3	17	0	20
	The Chinese University of Hong Kong	40	99	5	144
	The Education University of Hong Kong	2	2	0	4
	The Hong Kong Polytechnic University	30	482	19	531
	The Hong Kong University of Science and Technology	35	229	11	275
	The University of Hong Kong	65	139	6	210
	Hong Kong Metropolitan University	20	4	0	24
	Hong Kong Shue Yan University	11	6	0	17
2024/25 (Provisional Figures)	City University of Hong Kong	20	389	8	416
	Hong Kong Baptist University	10	110	5	125
	Lingnan University	5	13	2	20
	The Chinese University of Hong Kong	56	151	5	212
	The Education University of Hong Kong	1	2	0	3
	The Hong Kong Polytechnic University	37	546	18	601
	The Hong Kong University of Science and Technology	34	240	13	287
	The University of Hong Kong	48	159	7	214
	Hong Kong Metropolitan University	*	*	*	*
	Hong Kong Shue Yan University	*	*	*	*

Notes:

1. Self-financing RPg programmes cover both full-time and part-time Master of Philosophy and Doctor of Philosophy programmes.
2. The place of origin refers to the nationality or place of residence of the non-local students.
3. “*” denotes that the institution has yet to provide the relevant information for that AY.
4. The number of students of self-financing RPg programmes include students of fully self-financing RPg programmes; and if RPg students are financed by the University Grants 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.

**Actual Intakes of Locally-accredited Self-financing TPg programmes
by Institution and Place of Origin from the 2022/23 to 2024/25 AYs**

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland, Macao and Taiwan	Other Non- local	
2022/23	City University of Hong Kong	707	4 063	18	4 788
	Hong Kong Baptist University	664	2 257	55	2 976
	Hong Kong Baptist University – School of Continuing Education	43	1	0	44
	Hong Kong Chu Hai College	32	554	1	587
	Hong Kong Metropolitan University	159	757	8	924
	Hong Kong Shue Yan University	91	13	8	112
	Lingnan University	91	1 724	21	1 836
	Saint Francis University	20	0	0	20
	The Chinese University of Hong Kong	2 713	3 532	46	6 291
	The Education University of Hong Kong	321	1 315	8	1 644
	The Hang Seng University of Hong Kong	41	315	8	364
	The Hong Kong Academy for Performing Arts	33	28	0	61
	The Hong Kong Polytechnic University	1 625	3 075	26	4 726
	The Hong Kong University of Science and Technology	511	2 425	69	3 005
	The University of Hong Kong	2 888	5 555	145	8 588
	The University of Hong Kong – School of Professional and Continuing Education	619	9	17	645
2023/24	City University of Hong Kong	742	4 160	21	4 923
	Hong Kong Baptist University	587	2 272	50	2 909
	Hong Kong Baptist University – School of Continuing Education	40	2	2	44
	Hong Kong Chu Hai College	48	1 297	2	1 347
	Hong Kong Metropolitan University	221	2 233	11	2 465
	Hong Kong Shue Yan University	61	24	3	88
	Lingnan University	77	1 840	26	1 943
	Saint Francis University	16	0	0	16
	The Chinese University of Hong Kong	2 718	4 237	38	6 993
	The Education University of Hong Kong	367	1 678	2	2 047
	The Hang Seng University of Hong Kong	36	514	3	553
	The Hong Kong Academy for Performing Arts	23	43	1	67
	The Hong Kong Polytechnic University	1 598	3 661	31	5 290
	The Hong Kong University of Science and Technology	472	2 375	60	2 907
	The University of Hong Kong	2 832	6 932	210	9 974
	The University of Hong Kong – School of Professional and Continuing Education	555	21	7	583

AY	Institution	Actual Intakes			
		Place of Origin			Total
		Local	Mainland, Macao and Taiwan	Other Non-local	
2024/25 (Provisional Figures)	City University of Hong Kong	*	*	*	*
	Hong Kong Baptist University	*	*	*	*
	Hong Kong Baptist University – School of Continuing Education	*	*	*	*
	Hong Kong Chu Hai College	*	*	*	*
	Hong Kong Metropolitan University	*	*	*	*
	Hong Kong Shue Yan University	*	*	*	*
	Lingnan University	*	*	*	*
	Saint Francis University	*	*	*	*
	The Chinese University of Hong Kong	*	*	*	*
	The Education University of Hong Kong	*	*	*	*
	The Hang Seng University of Hong Kong	*	*	*	*
	The Hong Kong Academy for Performing Arts	*	*	*	*
	The Hong Kong Polytechnic University	*	*	*	*
	The Hong Kong University of Science and Technology	*	*	*	*
	The University of Hong Kong	*	*	*	*
	The University of Hong Kong – School of Professional and Continuing Education	*	*	*	*

Note:

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.

**Total Tuition Fees and Numbers of Students by Place of Origin of
Locally-accredited Self-financing RPg Programmes by Institution
from the 2022/23 to 2024/25 AYs**

AY	Institution	Total tuition fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
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	27
2023/24	City University of Hong Kong	@	163	1 922	84	2 169
	Hong Kong Baptist University	@	69	315	17	401
	Lingnan University	@	15	33	5	53
	The Chinese University of Hong Kong	@	283	688	44	1 015
	The Education University of Hong Kong	@	5	10	8	23
	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	57	1 030
	Hong Kong Metropolitan University	@	53	8	0	61
	Hong Kong Shue Yan University	138,000 - 207,000	24	15	0	39
2024/25 (Provisional figures)	City University of Hong Kong	@	154	1 993	77	2 224
	Hong Kong Baptist University	@	76	355	21	452
	Lingnan University	@	15	41	6	62
	The Chinese University of Hong Kong	@	317	751	47	1 115
	The Education University of Hong Kong	@	8	11	9	28
	The Hong Kong Polytechnic University	@	312	1 765	104	2 181
	The Hong Kong University of Science and Technology	@	215	1 166	92	1 473
	The University of Hong Kong	@	313	730	58	1 102
	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. The number of students of self-financing RPg programmes include students of fully self-financing RPg programmes; and if RPg students are financed by the University Grants 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 2022/23 to 2024/25 AYs**

AY	Institution	Total tuition fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
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
2023/24	City University of Hong Kong	158,400-1,000,000	1 409	4 697	40	6 146
	Hong Kong Baptist University	100,000-315,000	1 127	2 461	75	3 663
	Hong Kong Baptist University – School of Continuing Education	66,300	42	2	2	46
	Hong Kong Chu Hai College	100,000-220,000	97	1 445	4	1 546
	Hong Kong Metropolitan University	67,800-237,300	393	2 762	17	3 172
	Hong Kong Shue Yan University	72,000-210,000	138	23	4	165
	Lingnan University	95,000-1,072,511	132	2 012	29	2 173
	Saint Francis University	159,480	36	0	0	36
	The Chinese University of Hong Kong	83,200-1,650,000	5 468	4 596	106	10 170
	The Education University of Hong Kong	120,000-421,200	612	1 916	20	2 548
	The Hang Seng University of Hong Kong	99,840-172,800	65	679	8	752
	The Hong Kong Academy for Performing Arts	202,000-244,200	85	69	7	161
	The Hong Kong Polytechnic University	129,600-907,800	4 154	4 957	83	9 194
	The Hong Kong University of Science and Technology	65,000-1,800,000	1 140	2 961	162	4 263
	The University of Hong Kong	28,000-1,639,500	5 742	8 432	325	14 499
	The University of Hong Kong – School of Professional and Continuing Education	17,500-66,000	925	32	18	975

AY	Institution	Total tuition fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2024/25 (Provisional figures)	City University of Hong Kong	165,600-1,300,000	*	*	*	*
	Hong Kong Baptist University	103,950-788,000	*	*	*	*
	Hong Kong Baptist University – School of Continuing Education	68,300	*	*	*	*
	Hong Kong Chu Hai College	135,000-240,000	*	*	*	*
	Hong Kong Metropolitan University	74,000-847,500	*	*	*	*
	Hong Kong Shue Yan University	86,400-210,000	*	*	*	*
	Lingnan University	15,600-1,078,000	*	*	*	*
	Saint Francis University	116,000-165,060	*	*	*	*
	The Chinese University of Hong Kong	85,000-1,800,000	*	*	*	*
	The Education University of Hong Kong	120,000-421,200	*	*	*	*
	The Hang Seng University of Hong Kong	108,000-199,989	*	*	*	*
	The Hong Kong Academy for Performing Arts	110,000-244,200	*	*	*	*
	The Hong Kong Polytechnic University	137,400-1,504,500	*	*	*	*
	The Hong Kong University of Science and Technology	75,000-1,800,000	*	*	*	*
	The University of Hong Kong	28,000-1,650,000	*	*	*	*
	The University of Hong Kong – School of Professional and Continuing Education	10,000-66,000	*	*	*	*

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

EDB097

(Question Serial No. 2957)

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 post-secondary programmes under the pilot Vocational Professionals Admission Scheme (VPAS), please advise this Committee of the following –

- (1) What were the (i) title, (ii) number of places, (iii) number of enrolments (with a breakdown by local and non-local students) and (iv) number of actual intakes (with a breakdown by local and non-local students) of each of the 34 designated programmes included in VPAS in each of the past 5 academic years and the current academic year?
- (2) Did any students studying the programmes mentioned in (1) drop out in the past 5 academic years and the current academic year? If yes, what were the number of dropouts and the major reasons? Please provide a breakdown by type of students (i.e. local and non-local students) for each programme.
- (3) Have surveys been conducted on the activity status of the graduates of the programmes mentioned in (1) in terms of further study and employment? If yes, what are the details?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 25)

Reply:

(1) to (3)

The Labour and Welfare Bureau, in collaboration with the Vocational Training Council (VTC), has launched the Vocational Professionals Admission Scheme (VPAS) to attract non-local students to enrol in eligible designated full-time Higher Diploma (HD) (2-year) programmes of Government-designated skill trades at VTC, and encourage them to remain in Hong Kong to work in the relevant skilled trades upon graduation. VPAS has been implemented on a pilot basis for 2 years starting from the 2024/25 academic year.

According to VTC, around 2 000 non-local students applied in these programmes in the 2024/25 academic year. The number of actual intakes by programme is set out below. As

the inaugural programmes under VPAS are still ongoing, VTC is currently unable to provide information on dropouts and graduates.

Designated skilled trade ^{Note 1}	Programme title ^{Note 1}	No. of intakes ^{Note 2} in the 2024/25 academic year
Innovation and Technology	<ul style="list-style-type: none"> - Higher Diploma in Software Engineering - Higher Diploma in Game Software Development - Higher Diploma in Cloud and Data Centre Administration - Higher Diploma in AI and Mobile Applications Development - Higher Diploma in Cybersecurity - Higher Diploma in AI and Smart Technology - Higher Diploma in Data Science and AI - Higher Diploma in Games and Animation - Higher Diploma in Theme Park and Theatre Creative Technology - Higher Diploma in Multimedia, VR and Interactive Technology 	183
Electrical and Mechanical Services	<ul style="list-style-type: none"> - Higher Diploma in Electrical Engineering - Higher Diploma in Mechanical Engineering 	48
Building, Civil Engineering and Built Environment	<ul style="list-style-type: none"> - Higher Diploma in Architectural Design - Higher Diploma in Landscape Architecture - Higher Diploma in Civil Engineering - Higher Diploma in Building Studies - Higher Diploma in Surveying - Higher Diploma in Architectural Technology and Design - Higher Diploma in Geospatial Science and Land Surveying - Higher Diploma in Building Services Engineering 	58
Aviation, Transport and Logistics	<ul style="list-style-type: none"> - Higher Diploma in Aviation and Logistics - Higher Diploma in Aviation Inflight and Passenger Services - Higher Diploma in Aviation Services and Transport Studies - Higher Diploma in Aircraft Maintenance Engineering - Higher Diploma in Aviation Systems and Operations - Higher Diploma in Airport Operations Management 	311
Maritime	<ul style="list-style-type: none"> - Higher Diploma in Maritime Studies 	0
Total		600

Note 1: In the 2024/25 academic year, VTC offered 27 eligible full-time HD programmes, covering 5 designated skilled trades under VPAS.

Note 2: All students enrolled in VTC's eligible full-time HD programmes under VPAS are non-local students.

- End -

CONTROLLING OFFICER'S REPLY

EDB098

(Question Serial No. 2958)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Diploma of Applied Education (DAE) Programme, please advise this Committee of the following –

- (1) What were the number of places and actual intake of DAE Programme in the 2023/24 and 2024/25 academic years? Please provide a breakdown by (i) category of students (i.e. Secondary 6 school leavers and adults aged 21 or above), (ii) mode of study (i.e. full-time or part-time), (iii) post-secondary institution and (iv) programme.
- (2) Did any students drop out before completing DAE Programme in the 2023/24 and 2024/25 academic years? If yes, please provide the number of drop-outs and the main reasons, broken down by institution and programme.
- (3) It is learned that all DAE students will receive government reimbursement of 30% of the tuition fees paid for each satisfactorily completed course, subject to their having achieved 80% attendance or above and attained an overall pass in the course. In this connection, what was the number of eligible students and those who applied for reimbursement in the 2023/24 academic year? Regarding the applications made, please provide (i) the number of successful applicants, (ii) the average number of courses reimbursed and (iii) the average amount reimbursed.
- (4) What were the numbers of students who opted for the vocational and professional education and training (VPET) stream (i.e. those taking 2 complementary courses and 3 elective courses) and their percentage shares in the total number of students in the 2023/24 and 2024/25 academic years, and what were their main elective courses? Please provide a breakdown by course.
- (5) It is learned that all DAE students are required to complete at least 10 hours of life-wide learning activities during their study. In this connection, please provide the number of life-wide learning activities organised, the number of hours involved and the number of participants in each of the 2023/24 and 2024/25 academic years, broken down by activity

domain (i.e. (i) “career-related”, (ii) “sports, arts and culture” and (iii) “moral and civic education”).

- (6) Are there any plans to further enhance VPET elements in DAE Programme? If yes, what are the details?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 26)

Reply:

(1) to (2) and (4) to (6)

The Government has launched the Diploma of Applied Education (DAE) Programme on a regular basis from the 2023/24 academic year in order to provide an alternative pathway for Secondary 6 school leavers as well as adult learners to obtain a formal qualification for the purposes of employment and further study. DAE Programme offers flexibility in its mode and duration of study, so that students with different backgrounds and needs can opt to complete either the full-time or part-time programme. As a general rule, students have to complete the entire DAE Programme within 4 years after admission. In the 2023/24 academic year, 3 690 and 1 612 students enrolled in the full-time and part-time DAE programmes respectively. As at December 2024, 2 399 full-time students had graduated from the Programme.

DAE Programme incorporates substantial vocational and professional education and training (VPET) elements. In addition to the academic/general stream, a new VPET stream and fresh elements, such as career and life planning, and workplace experience, are also available to enhance students’ employability and allow students to make informed choices according to their interests, capabilities and aspirations. The academic/general stream which comprises 3 core courses (Chinese Language, English Language and Mathematics), and 5 complementary courses (Digital Citizenship, Technological Innovation, Interpersonal Communication and Personal Development, Career and Life Planning, and Maths Plus) aims to prepare students for further studies, while the VPET stream which consists of 3 core courses (Chinese Language, English Language and Mathematics), 2 complementary courses and 3 elective courses (in the same elective cluster) focuses on VPET elements to equip students to advance along the VPET progression pathway or enter the job market. In both of 2023/24 and 2024/25 academic years, 27 students have chosen the general stream, while others, accounting for over 90% of the students, have opted for the VPET stream. All DAE students are also required to complete at least 10 hours of life-wide learning activities during their study in order to fulfil the graduation requirements.

Details of statistics on students enrolled in the full-time and part-time DAE programme in the 2023/24 and 2024/25 academic years are at Annex. The Education Bureau will continuously keep in view the VPET elements and 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 and effectiveness of DAE students.

(3)

All full-time and part-time eligible DAE students will receive government reimbursement of 30% of the tuition fees paid for each satisfactorily completed course, subject to their having attained an overall pass in the course and achieved 80% attendance or above. Needy

students meeting the assessment criteria for full level or half level of assistance under the means test administered by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA) are eligible for 100% or 50% reimbursement of the tuition fees paid for each satisfactorily completed course. At the end of each academic year, institutions will submit to WFSFAA the details of the students eligible for tuition fee reimbursement, so as to facilitate the reimbursement arrangement. As at 31 January 2025, a total of 6 027 eligible students (including those part-time students who have yet to complete their Diploma Yi Jin Programme) in the 2023/24 academic year have been reimbursed for their tuition fees. On average, each student has received reimbursement for the tuition fees paid for 5 courses, and the average amount reimbursed is \$11,222.

Details of the Diploma of Applied Education Programme**2023/24 Academic year****(1) Number of students enrolled in the full-time programmes and relevant figures in the 2023/24 academic year**

Institution offering full-time programmes	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
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

(2) Number of students enrolled in the part-time programmes and relevant figures in the 2023/24 academic year

Institution offering part-time programmes	Secondary 6 school leavers	Aged 21 or above	No. of students[@]
School of Continuing Education, Hong Kong Baptist University	0	0	0
Caritas Institute of Community Education	55	325	380
Hong Kong College of Technology	24	834	858
Hong Kong Institute of Technology	19	355	374
Lingnan Institute of Further Education	0	0	0
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	0	0	0
School of Business and Information Systems, Vocational Training Council	0	0	0
UOW College Hong Kong	0	0	0
Total	98	1 514	1 612

[@] The numbers of students of the part-time programmes denote the headcount figures.

(3) Information on the life-wide learning activities in the 2023/24 academic year

	“Career” related	“Sports, arts and culture” related	“Moral and civic education” related
Total no. of activities	115	105	77
Total no. of participation hours	16 750	23 517	14 694
Total no. of participants	6 820	6 841	6 489

2024/25 Academic year

(1) Number of students enrolled in the full-time Programmes and relevant figures in the 2024/25 academic year[#]

Name of institution offering full-time Programme	Secondary 6 school leavers	Aged 21 or above	No. of students
School of Continuing Education, Hong Kong Baptist University	414	69	483
Caritas Institute of Community Education	376	231	607
Hong Kong College of Technology	527	394	921
Hong Kong Institute of Technology	506	371	877
Lingnan Institute of Further Education	238	81	319
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	352	190	542
UOW College Hong Kong	46	15	61
Total	2 459	1 351	3 810

[#] As the 2024/25 academic year has not concluded yet, only the enrolment figures for this academic year are available.

(2) Information on the life-wide learning activities in the 2024/25 academic year⁺

	“Career” related	“Sports, arts and culture” related	“Moral and civic education” related
Total no. of activities	98	125	75
Total no. of participation hours	14 756	10 294	12 765
Total no. of participants	4 774	5 374	4 100

⁺ Statistics are at end-February 2025.

- End -

CONTROLLING OFFICER'S REPLY

EDB099

(Question Serial No. 2959)

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 (Pilot Project), please advise this Committee of the following –

- (1) Of all the programmes introduced under the Pilot Project and included in the Study Subsidy Scheme for Designated Professions/Sectors in the past 3 academic years and the current academic year, what are (i) the institutions offering these programmes, (ii) the titles of these programme, (iii) the numbers of subsidised places (broken down by entry year), (iv) the numbers of actual intakes (broken down by entry year), (v) the ratios of admissions through the Joint University Programmes Admissions System (JUPAS) to non-JUPAS admissions, (vi) the average annual tuition fees before deduction of subsidy (broken down by entry year), and (vii) the annual subsidy amounts?
- (2) Regarding the programmes mentioned in (1) above, were there any student dropouts? If yes, what were the numbers of dropouts and the main reasons? Please provide a breakdown by year of study of these students.
- (3) Will there be enhanced publicity and promotion for the programmes under the Pilot Project to allow more students to gain a better understanding of the programmes and the prospects in various industries? If yes, what are the details?
- (4) Will consideration be given to including more programmes in the Pilot Project, including those that contribute to the development of the “8 centres” in Hong Kong, to enhance talent nurturing? If yes, what are the details?

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 27)

Reply:

(1) to (4)

The Government launched 2 rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Under the Pilot Project, 8 pilot applied degree programmes offered by 4 self-financing post-secondary institutions were selected and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) was appointed as a consultant to assist institutions in developing the programmes. The 2 batches of pilot programmes, launched in the 2022/23 and 2024/25 academic years respectively, have attracted students of diverse backgrounds, and there is an increasing trend in number intakes. Regarding first-year-first-degree (FYFD) applied degree programmes, in parallel with admissions through the Joint University Programmes Admissions System (JUPAS), participating institutions are allowed to admit non-JUPAS local students via direct admission, using no more than 30% of the subsidised places of each designated programme. As for top-up degree (TUD) programmes, students are enrolled through direct admission by the institutions. Information on the respective programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) from the 2022/23 to 2024/25 academic years are set out at [Annex](#). We do not maintain figures relating to the number of dropouts in these programmes.

We have provided additional support for applied degree programmes through SSSDP starting from the 2024/25 academic year, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors as well as enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual subsidies of around \$5,000 (for non-laboratory-based applied degree programmes) and around \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone relevant accreditation. In the 2024/25 academic year, each eligible student may receive subsidies up to \$50,810 or \$87,770 respectively under the aforesaid measures. In addition, we will collaborate with the Steering Committee on Promotion of Vocational and Professional Education and Training (VPET) and Qualifications Framework, as well as with various sectors, to enhance the publicity and promotion of VPET, including applied degree programmes.

The Education Bureau has regularised applied degree programmes, and, together with HKCAAVQ, promulgated the Guidelines on Developing Applied Degree Programmes in mid-2024 to facilitate institutions to develop these programmes. We welcome the efforts of post-secondary institutions to develop more applied degree programmes, including those related to the “8 centres”, in accordance with relevant guidelines, thereby nurturing more high-quality talent equipped with applied knowledge and skills.

Pilot applied degree programmes under SSSDP**2022/23 academic year**

Institution	Applied degree programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification	50	22	109,760	77,040
Saint Francis University	Bachelor of Nursing (Honours)	520	519	115,030	77,040
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology	50	5	82,140	44,240
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	25	8	103,125	44,240
Total		645	554		

2023/24 academic year

Institution	Applied degree programme	Programme type (Note 1)	No. of subsidised places	No. of actual intakes	Annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification	FYFD	50	51	111,480	78,280
		TUD	5	0	111,480	
Saint Francis University	Bachelor of Nursing (Honours)	FYFD	640	639	116,870	78,280
Tung Wah College	Bachelor of Science (Honours) in Applied Gerontology	FYFD	50	14	83,450	44,950
		TUD	50	20	83,450	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	FYFD	25	4	104,775	44,950
		TUD	27	15	104,775	
Total			847	743		

Note 1: SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

2024/25 academic year

Institution	Applied degree programme	Programme type	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University	Bachelor of Business Administration with Honours in Sports and Recreation Management	FYFD	40	49	94,130	50,810
	Bachelor of Business Administration with Honours in Sports and Recreation Management	TUD	114	125	94,130	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification	FYFD	55	69	113,590	87,770
		TUD	15	5	113,590	
Saint Francis University	Bachelor of Nursing (Honours)	FYFD	640	640	119,090	87,770
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management	FYFD	15	26	82,495	50,810
		TUD	9	4	84,257/ 85,915	
Tung Wah College	Bachelor of Health Information and Services Management (Honours)	FYFD	25	18	72,180	50,810
		TUD	15	10	81,290	
	Bachelor of Science (Honours) in Applied Gerontology	FYFD	40	12	85,030	50,810
		TUD	40	42	85,030	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Engineering (Honours) in Building Services Engineering	FYFD	10	7	110,550	87,770
		TUD	120	100	109,230	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	FYFD	15	8	106,755	50,810
		TUD	27	15	106,755	
Total			1 180	1 130		

- End -

CONTROLLING OFFICER'S REPLY**EDB100****(Question Serial No. 2968)**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:

Regarding the registration for the Hong Kong Diploma of Secondary Education Examination (HKDSE), please advise this Committee of the following –

- (1) the number of individuals who registered for HKDSE as private candidates in the past 4 years, and among them, those who registered with identity documents other than Hong Kong Identity Cards;
- (2) the number of non-local students who applied for and gained admission to funded universities through the Joint University Programmes Admissions System (JUPAS) based on their HKDSE results in each of the past 4 years;
- (3) whether the Government will consider requesting the Hong Kong Examinations and Assessment Authority to collect personal data, such as the applicants' places of origin, during HKDSE registration process to gain a better understanding of Mainland students' participation in HKDSE; if yes, of the details; if no, of the reasons.

Asked by: Hon LAM Chun-sing (LegCo internal reference no.: 36)

Reply:

(1)

The numbers of individuals who registered for the Hong Kong Diploma of Secondary Education Examination (HKDSE) as private candidates from the 2020/21 to 2023/24 academic years, and among them, those who registered with identity documents other than Hong Kong identity (HKID) cards are tabulated as follows –

Year of Examination	No. of private candidates	No. of private candidates who registered with identity documents other than HKID cards
2021	8 107	184
2022	6 959	295
2023	7 637	238

Year of Examination	No. of private candidates	No. of private candidates who registered with identity documents other than HKID cards
2024	7 431	549

(2)

From 2020 onwards, the Joint University Programmes Admissions System (JUPAS) only accepts applicants with valid documentation confirming their status as local students at the time of application submission. Non-local applicants, regardless of whether they possess HKDSE results, must apply for admission to post-secondary institutions in Hong Kong via the non-JUPAS route.

(3)

There are no restrictions on the places of origin for HKDSE applicants. In fact, most private candidates are HKID card holders. At this stage, the Education Bureau has no intention to request the Hong Kong Examinations and Assessment Authority to collect personal data regarding the applicants' places of origin during HKDSE registration process.

- End -

CONTROLLING OFFICER'S REPLY

EDB101

(Question Serial No. 1002)

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 mentioned that it will attract more students, especially those from the Association of Southeast Asian Nations (ASEAN) and other Belt and Road (B&R) countries, to study in Hong Kong through various measures, including the B&R Scholarship. Please advise this Committee of –

- (1) the number of the B&R Scholarship awardees and the scholarship amount involved in each of the past 5 years;
- (2) the B&R Scholarship awardees' countries and regions of origin and the respective numbers of awardees from these countries and regions in the past 5 years;
- (3) the Government's measures in place to further attract students from ASEAN to pursue further studies in Hong Kong; and
- (4) whether the Government has compiled statistics on the B&R Scholarship awardees' post-graduation development in Hong Kong; if yes; of the details.

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 23)

Reply:

(1) and (2)

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year.

The number of awardees and the total amount of scholarships awarded in the past 5 years (from the 2020/21 to 2024/25 academic years) are set out in the table below –

	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
No. of awardees	88	99	100	100	150
Total amount of scholarships awarded (\$ million)	23.8	29.6	34.5	39.2	53.3#

Figure for the 2024/25 academic year has yet to be audited.

Distribution of awardees by place of origin is set out at **Annex**.

(3)

In addition to increasing the B&R Scholarship places per annum substantially from 100 to 150 with effect from the 2024/25 academic year, the Government is also taking the following measures to enhance the attractiveness of the B&R Scholarship –

(i) Enhancement of publicity

Hong Kong has sound education infrastructure and is among the global top 5 on the relevant ranking of competitiveness. Our post-secondary education sector is highly internationalised and diversified, with 5 universities ranked among the world's top 100. The Government is establishing the “Study in Hong Kong” brand in collaboration with local post-secondary institutions by, among others, striving to host international education conferences and exhibitions, encouraging the local post-secondary institutions to enhance collaboration and exchange with their counterparts around the world in promoting the “Study in Hong Kong” brand on a global scale, and attracting more overseas students, especially those from the Association of Southeast Asian Nations and other B&R countries, to study in our city through the provision of scholarships and other incentives. The University Grants Committee (UGC) has been providing funding for universities to bolster their efforts on enhancing internationalisation and strengthening engagement with Mainland China. UGC has provided a funding of \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities and has set aside around \$10 million to support HUCOMSCI in launching a brand new project to promote Hong Kong's higher education to countries along B&R, which includes the formulation of publicity and promotion strategies as well as the production of publicity materials and videos, etc. HUCOMSCI has commenced the work and commissioned consultants to formulate the publicity and promotion strategy and conduct a market survey. In addition, the Government's overseas Hong Kong Economic and Trade Offices and relevant organisations from Hong Kong participate in publicity from time to time.

(ii) Enhancement of educational collaboration

The Education Bureau (EDB) has signed 10 memoranda with countries along B&R to date to strengthen educational ties and exchanges with these countries, while promoting the B&R Scholarship actively.

(iii) Complementary policies and support

The Government encourages and supports post-secondary institutions' efforts to enhance campus facilities and provide social and personal support to facilitate student integration, thereby enabling non-local students to have an enriched, fulfilling and enjoyable experience

when studying in Hong Kong; as well as the provision of information and support related to further studies and employment by these institutions, which offers non-local students a stronger incentive to stay in Hong Kong for development upon graduation.

(4)

Awardees generally indicated in their applications an intention to work, start businesses or pursue further studies in Hong Kong upon completion of their studies. However, EDB does not maintain statistics on the number of the B&R Scholarship awardees staying in Hong Kong for development after graduation.

The Government and institutions have implemented various measures to encourage non-local students, including the B&R Scholarship awardees, to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from 12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Exchange network

EDB has organised 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. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The B&R Scholarship awardees' pursuit of further studies in Hong Kong is highly beneficial to enhancing the city's internationalisation and campus diversification, and fostering Hong Kong's development into an international hub for post-secondary education. These awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

The Government will continue to review the effectiveness of various measures, and introduce new measures or enhance the existing ones when necessary, with a view to attracting non-local students to stay in Hong Kong for development.

**Number of the Belt and Road Scholarship awardees
in the past 5 academic years by place of origin**

Place of origin	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
1. Armenia	1	1	-	-	-
2. Azerbaijan	-	-	-	-	3
3. Bangladesh	7	9	10	8	7
4. Bosnia and Herzegovina	-	-	1	-	-
5. Bulgaria	-	1	-	-	-
6. Cameroon	-	-	-	-	1
7. Costa Rica	-	-	1	-	-
8. Cyprus	-	-	-	1	1
9. Dominican Republic	-	-	-	-	1
10. Egypt	-	1	1	2	1
11. Ethiopia	4	-	3	5	7
12. Georgia	-	-	-	1	-
13. Ghana	3	6	3	2	5
14. Indonesia	12	12	11	11	10
15. Iran	2	1	-	-	1
16. Israel	-	-	1	-	-
17. Italy	1	-	2	1	-
18. Jordan	-	-	-	-	1
19. Kazakhstan	7	10	7	9	10
20. Kenya	-	-	-	-	1
21. Korea	3	4	2	1	-
22. Kyrgyzstan	-	-	1	2	2
23. Malaysia	10	12	13	11	11
24. Maldives	-	1	-	-	-
25. Mongolia	1	1	2	5	5
26. Morocco	-	-	-	-	1
27. Myanmar	7	7	8	11	11
28. Nepal	2	3	-	-	4
29. Nigeria	1	1	1	-	2
30. Pakistan	3	8	6	7	22
31. Palestine	-	1	-	-	-
32. Philippines	1	4	6	3	6
33. Poland	-	-	-	-	3
34. Romania	1	-	-	-	-
35. Russia	3	1	4	2	4
36. Serbia	-	-	-	1	1
37. Singapore	1	1	-	-	1
38. Sri Lanka	5	2	2	-	-
39. Tajikistan	1	-	-	-	1
40. Thailand	10	8	11	11	10

Place of origin	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
41. Türkiye	1	2	1	2	3
42. Ukraine	-	1	-	-	-
43. Uzbekistan	-	-	-	-	1
44. Vietnam	1	1	3	4	13
Total	88	99	100	100	150

- End -

CONTROLLING OFFICER'S REPLY

EDB102

(Question Serial No. 2477)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau (EDB) will continue to implement the 4Rs Mental Health Charter (4Rs Charter) and introduce the “Mental Health Literacy” resource packages in the 2025/26 school year. What is the breakdown of estimated expenditure under Primary Education and Secondary Education involved in related teacher training, parent workshops and resource package development? How will EDB quantitatively assess the extent to which schools are implementing the 4Rs Charter (e.g. the percentage of teachers who have completed training, the headcount of parents participated in the workshops)?

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 32)

Reply:

To promote mental health in schools in a more comprehensive and systematic manner, the Education Bureau (EDB) has implemented the 4Rs Mental Health Charter (4Rs Charter) in the 2024/25 school year. Schools participating in the 4Rs Charter will set goals, implement various measures and organise activities to promote student mental health, with a view to helping students develop healthy living habits and positive interpersonal relationships, as well as enhancing their resilience and improving their physical and psychological well-being. As at the end of February 2025, a total of 658 schools have participated in the 4Rs Charter. In addition, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year.

EDB is committed to providing a wide array of mental health training for teachers and parents. Regarding teacher training, EDB organises about 40 additional thematic teacher training workshops in the 2024/25 school year to introduce the practical skills, counselling techniques and intervention strategies in supporting students with mental health needs. As for parent education, EDB organises the “Caring for Their Heart and Soul, Growing along with Your

Children” Parent Education Talk Series for parents of primary and secondary school students in the 2024/25 school year, in order to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health. The talks cover topics related to mental health of children, including supporting children to lead a healthy life, conflict management, using digital devices wisely, strengthening adaptability and resilience, stress management as well as understanding and taking care of children with mental health needs. As the expenditure on the above initiatives is subsumed under EDB’s recurrent expenditure, a breakdown is not available.

EDB is delighted to see that participating schools embrace the introduction of additional external resources and professional support through the 4Rs Charter which include teacher training, parent education activities, student programmes and experiential activities. These resources and support enhance the mental health awareness of all the personnel of the school. Schools proactively implement measures based on their school circumstance, such as setting up a Mental Health Corner, encouraging and engaging students in doing more exercise, organising a more diversified activities, with a view to encouraging teachers and students to develop healthy living habits, providing them with more opportunities to relax and unwind, helping them build positive interpersonal relationships, and enhancing their resilience, thereby fostering a healthy campus atmosphere and enhancing the overall healthy culture in schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB103

(Question Serial No. 2479)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau plans to launch a pilot scheme to promote artificial intelligence-assisted teaching in junior secondary Science and to provide professional training on mathematical modelling for secondary Mathematics teachers. Please give a breakdown of estimates for the two aforesaid measures in 2025-26, as well as the selection criteria for schools to participate in the pilot scheme (e.g. standards of existing technological equipment at schools, the science and mathematics background of the teachers).

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 33)

Reply:

The Education Bureau (EDB) is stepping up its efforts to promote STEAM/innovation and technology (I&T)/digital education in primary and secondary schools. Through a range of diversified strategies, including ongoing curriculum renewal, strengthening teacher training, providing resource support, and consolidating students' foundation for learning mathematics, science and technology, EDB assists schools in harnessing I&T, including artificial intelligence (AI), to enhance the digital literacy and competence of both teachers and students, and foster learning and teaching effectiveness, with a view to nurturing talents for the future.

For the AI-assisted teaching, EDB launched the "AI for Science Education" Funding Programme in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the Quality Education Fund, received an overwhelming response, with a total of 221 successful applications from publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Schools may use the funding to enrol Science teachers in relevant short courses (including seminars and workshops) to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support programme(s) related to AI-assisted teaching, develop relevant learning

and teaching resources, and promote innovative pedagogical approaches. The total estimated expenditure for the programme is \$22.1 million.

Schools participating in the above programme must commit to fulfilling the following performance indicators: develop at least 2 teaching examples or sets of teaching resources with the application of AI in Science (S1-3); conduct at least 1 open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school); and conduct at least 1 experience sharing session (within or outside the school). EDB will organise teacher network activities to collect quality examples of the use of AI in junior secondary Science, summarise schools' practices, and further promote the pedagogical application of AI to the school sector through sharing sessions and workshops.

On Mathematics education, EDB has organised professional training programmes on mathematical modelling for secondary Mathematics teachers from the 2023/24 to 2025/26 school years, in order to empower them to infuse more relevant concepts into lessons and enhance the pedagogical design of learning activities. There are around 1 000 training places in total. All publicly-funded secondary schools (including special schools) are required to arrange for at least 1 Mathematics teacher to complete the said programme by the end of the 2025/26 school year. The expenditure involved in the training programmes is subsumed under the overall expenditure of EDB, and a breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB104

(Question Serial No. 2480)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for non-Chinese speaking students, please advise on the proportion of funding allocated to the development of school-based assessment tools, teaching materials for cross-cultural adaptation and home-school collaboration activities in the estimates for primary education, secondary education and special education. What indicators (such as students’ attainment rate in Chinese Language and parents’ participation in the activities) will the Education Bureau adopt to evaluate the effectiveness of the Framework over the course of a year?

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 34)

Reply:

Starting from the 2014/15 school year, the Education Bureau (EDB) has implemented the “Chinese Language Curriculum Second Language Learning Framework” (Learning Framework) in primary and secondary schools. In line with the Learning Framework, schools are provided with practical tools and steps, as well as reference materials on learning and teaching, including the “Chinese Language Assessment Tools for non-Chinese speaking (NCS) Students” (Assessment Tools). The Assessment Tools comprise mainly tests and exercises designed with reference to the expected learning outcomes across different levels of the Learning Framework. From student performance in the tests and exercises, teachers can keep track of their learning progress, provide appropriate feedback, and set progressive learning targets for them.

EDB has been collaborating with language and curriculum experts and school teachers to develop learning materials and teaching references to foster cross-cultural adaptability. Among these, the Online Chinese Language Self-learning Resources provides diversified learning resources on themes related to Chinese culture, such as Chinese character recognition and writing, as well as Chinese classics. These resources cater for the learning needs of different NCS students, so as to help them extend learning beyond the classroom and consolidate their learning. The relevant resources have been uploaded to the EDB website

and will be updated and refined from time to time. As for parent education, EDB organises parent education programmes for NCS parents, such as thematic talks and community activities, and has launched the Parent Education Resource Booklet for Parents of Non-Chinese Speaking Students to assist them in supporting their children's whole-person development.

EDB continues to keep informed of the learning objectives, curriculum planning of schools, the appropriateness of teaching materials and strategies adopted to enhance learning effectiveness through school visits and exchange with teachers. The expenditure on the above initiatives is subsumed under EDB's recurrent expenditure, and a breakdown is therefore not available. In addition, since the 2014/15 school year, EDB has been providing additional funding for public sector and Direct Subsidy Scheme schools (including special schools) offering the local curriculum and admitting NCS students, with a view to enhancing the support for NCS students in learning Chinese as well as creating an inclusive learning environment in schools. Schools may use the funding to employ additional manpower to assist teachers in designing activities and teaching materials, or procure learning and teaching resources, hire professional services, organise activities for promoting an inclusive learning environment in schools, etc. They may plan holistically on the use of the funding, having regard to NCS students' specific learning needs and school-based needs, and exercise flexibility in deploying various resources (including the additional funding for NCS students) to provide appropriate support for NCS students. EDB has been collecting feedback from teachers on the Learning Framework through various channels and revised the Learning Framework in 2019. In general, teachers consider that the Learning Framework is useful for curriculum planning, teaching and assessment in teaching Chinese to NCS students, and the learning effectiveness of NCS students is also affected by other factors (such as parents' expectation and cooperation, and students' learning attitude).

- End -

CONTROLLING OFFICER'S REPLY

EDB105

(Question Serial No. 2481)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Diploma of Applied Education Programme tuition fee reimbursement scheme, what are the respective subsidy amounts and the application quotas for various types of programmes in 2025-26? How does the Government ensure that the programmes align with the needs of the labour market? What is the estimated expenditure on the related consultation work?

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 35)

Reply:

The Education Bureau (EDB) launched the Diploma of Applied Education (DAE) Programme in the 2023/24 academic year in place of the Diploma Yi Jin Programme, in order to continue to provide an alternative pathway for Secondary 6 school leavers as well as adult learners to obtain a formal qualification for the purposes of employment and further study. The DAE Programme has been optimised in terms of curriculum design and content by incorporating substantial vocational and professional education and training (VPET) elements, including a new VPET stream, introducing practical complementary courses such as Career and Life Planning, Digital Citizenship, and Interpersonal Communication and Personal Development. Institutions also offer a diversity of VPET elective courses of applied nature to facilitate students' articulation to multiple pathways for further study and employment according to their interests and capabilities. The contents of the programmes align with the needs of the manpower market. Participating institutions are also required to undergo regular external reviews by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications to ensure the quality of their programmes.

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. As the 2025/26 academic year has yet to begin, figures on relevant expenditures and student beneficiaries are not available.

As the implementation of the relevant measures is part of the regular work of EDB and the manpower and expenditure involved are subsumed within the overall estimated expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB106

(Question Serial No. 2482)

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 (EDB) announced the abolition of the \$2,500 student grant for secondary day-school, primary school and kindergarten students from the 2025/26 school year. How will EDB evaluate the actual impacts of abolishing the grant on students from grass-roots families (such as the participation rates in extra-curricular activities and the burden of learning material expenses)? In addition, will there be any transitional support mechanism targeting families with financial difficulties, with detailed vetting criteria and the estimated provision?

Asked by: Hon LAM Lam, Nixie (LegCo internal reference no.: 36)

Reply:

The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by the Education Bureau. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools

can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB107

(Question Serial No. 0427)

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 the past 3 years, 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.: 6)

Reply:

In the past 3 financial years, 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

EDB108

(Question Serial No. 1574)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget Speech that the Government will continue to attract more students from the Association of Southeast Asian Nations and other Belt and Road (B&R) regions to study in Hong Kong through various measures, including the B&R Scholarship. In this connection, will the Government advise this Committee of the following –

- (1) What is the amount of funding approved for the B&R Scholarship?
- (2) Has the effectiveness of the B&R Scholarship been evaluated? What are the specific evaluation indicators?

Asked by: Hon LAM San-keung (LegCo internal reference no.: 36)

Reply:

(1) and (2)

Since its launch in the 2016/17 academic year, the Belt and Road (B&R) Scholarship has been well-received by outstanding students from countries and regions along B&R and participating local universities. In the 5 academic years from 2020/21 to 2024/25, we received over 1 000 nominations from 66 B&R countries (including the 6 designated countries of the Scholarship), which included Central Asia, South and Southeast Asia, the Middle East, Europe, Africa, North America and South America. The Government has increased the scholarship places per annum from 100 to 150 starting from the 2024/25 academic year. The average utilisation rate of the yearly quota in the past 5 years was over 97%, and all places were fully utilised in the past 3 academic years. Thus far, over 680 students from 49 B&R countries have been awarded scholarships totalling about \$210 million. Details are set out at **Annex**.

The Scholarship is remarkably effective in attracting students from B&R countries to study in Hong Kong. It is also highly beneficial to enhancing the city's internationalisation and

campus diversification, as well as fostering Hong Kong's development into an international hub for post-secondary education. Students staying in Hong Kong for development after graduation can enrich our city's talent pool. In addition, these awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

The Government will continue to review the effectiveness of various measures, and introduce new measures or enhance the existing ones when necessary, with a view to attracting non-local graduates to stay in Hong Kong for development.

**Number of the Belt and Road Scholarship awardees
from the 2016/17 to 2024/25 academic years**

(i) Distribution by place of origin

Place of origin	No. of awardees	Place of origin	No. of awardees
1. Armenia	2	26. Maldives	1
2. Azerbaijan	3	27. Mongolia	14
3. Bangladesh	46	28. Morocco	1
4. Bosnia and Herzegovina	1	29. Myanmar	50
5. Bulgaria	1	30. Nepal	9
6. Cameroon	1	31. New Zealand	1
7. Costa Rica	1	32. Nigeria	7
8. Cyprus	2	33. Pakistan	52
9. Dominican Republic	1	34. Palestine	1
10. Egypt	5	35. Philippines	21
11. Ethiopia	20	36. Poland	4
12. Georgia	1	37. Romania	1
13. Ghana	19	38. Russia	19
14. Greece	1	39. Serbia	2
15. India	2	40. Singapore	3
16. Indonesia	96	41. Sri Lanka	9
17. Iran	4	42. Tajikistan	3
18. Israel	1	43. Thailand	80
19. Italy	4	44. Türkiye	10
20. Jordan	1	45. Uganda	1
21. Kazakhstan	49	46. Ukraine	1
22. Kenya	1	47. Uzbekistan	1
23. Korea	11	48. Vietnam	23
24. Kyrgyzstan	6	49. Zambia	1
25. Malaysia	89		
Total		683 awardees from 49 countries/regions	

(ii) Distribution by discipline

Discipline	No. of awardees
Architecture	3
Arts	17
Design and Performing Arts	10
Business Administration	156
Journalism and Communication	13
Computer and Information Technology	53
Education	10
Engineering and Technology	191
Law	9
Medicine and Health	27
Sciences	135
Social Sciences	59
Total	683

- End -

CONTROLLING OFFICER'S REPLY

EDB109

(Question Serial No. 0294)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

As announced in paragraph 47 under Head 156 of Volume I of the Estimates, the provision of the student grant of \$2,500 for secondary day-school, primary school and kindergarten students will be abolished from the 2025/26 school year. It is understood that the Government directs resources to students in need under the “targeted poverty alleviation” approach. However, some parents may take the brunt of abolishing the said grant. In this connection, please advise this Committee of whether the Government will consider implementing the measure in phases by maintaining the provision of the grant or lowering the grant rate in this school year, so as to allow for a “soft landing” to reduce the impact on parents; if yes, of the details; if no, of the reasons.

Asked by: Hon LAM Shun-chiu, Dennis (LegCo internal reference no.: 11)

Reply:

The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government’s strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by the Education Bureau. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools

can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB110

(Question Serial No. 0502)

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 Matters Requiring Special Attention in 2025-26, small class teaching (SCT) will be rolled out in public sector primary schools where conditions permit. Please advise this Committee of the following –

- (1) Among the 3 types of primary schools with comparatively more students being enrolled in Bands 1, 2 and 3 secondary schools, the respective proportions of schools that are implementing SCT; and
- (2) If primary schools with a larger proportion of students being enrolled in Band 1 secondary schools are not implementing SCT, will the Education Bureau consider abolishing the policy on SCT and deal with under-enrolled schools expeditiously?

Asked by: Hon LAM Siu-lo, Andrew (LegCo internal reference no.: 19)

Reply:

(1) and (2)

Small class teaching (SCT) is a teaching strategy with the objective to enhance students' learning effectiveness and optimise learning and teaching efficacy. In the 2024/25 school year, the Education Bureau (EDB) has implemented SCT in over 90% of public sector primary schools in Hong Kong. With an increase of 9 additional schools in the 2025/26 school year and further 7 additional schools in the 2026/27 school year, it is expected that over 95% of public sector primary schools will implement SCT by then. 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 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.

In planning the provision of public sector school places and the development of schools, the prime consideration of EDB is the interests of students and to ensure the healthy and sustainable development of the education system in Hong Kong. Facing the structural decline in school-age population, EDB has been continuously reviewing various arrangements and measures. With the aim of “soft landing”, all schools are encouraged to plan their way forward as early as possible, taking into consideration the district and school circumstances, such as merging of schools to consolidate resources and enhance synergy, with a view to ensuring the quality of learning and teaching.

- End -

CONTROLLING OFFICER'S REPLY

EDB111

(Question Serial No. 0503)

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 figures under Programme (7) indicate that the employment rate of economically active graduates from full-time programmes is 86%. Please advise this Committee of –

- (1) the respective proportion of economically active and inactive full-time and part-time students in the past 10 years; and
- (2) the types of employment and income levels of graduates from respective academic disciplines in the past 10 years.

Asked by: Hon LAM Siu-lo, Andrew (LegCo internal reference no.: 20)

Reply:

(1) and (2)

The numbers of graduates, the proportion of economically active and inactive graduates, and the average monthly incomes of graduates from the full-time programmes offered by the Vocational Training Council (VTC) by programme type and academic discipline from the 2019/20 to 2023/24 academic years are set out at Annex. VTC does not maintain relevant information on part-time students.

Numbers of graduates, proportion of economically active and inactive graduates and average monthly incomes of graduates from publicly-funded and self-financing full-time programmes offered by VTC by programme type and academic discipline from the 2019/20 to 2023/24 academic years

Programme type	Academic discipline	2019/20 academic year					2020/21 academic year				
		No. of graduates	No. of respondents among graduates [^]	Proportion of economically active graduates ^{^&}	Proportion of economically inactive graduates ^{^*}	Average monthly income [^] (HK\$)	No. of graduates	No. of respondents among graduates [^]	Proportion of economically active graduates ^{^&}	Proportion of economically inactive graduates ^{^*}	Average monthly income [^] (HK\$)
Higher Diploma	Business	1 134	929	45%	55%	14,142	766	585	36%	64%	14,936
	Childcare, Elderly and Community Services	731	625	62%	38%	14,702	729	527	61%	39%	15,930
	Design	1 699	1 392	50%	50%	12,999	1 490	1 088	51%	49%	13,990
	Engineering	2 055	1 771	62%	38%	15,153	1 564	1 195	64%	36%	16,124
	Health and Life Sciences	1 022	870	53%	47%	13,858	814	590	50%	50%	15,378
	Hospitality	1 543	1 311	50%	50%	13,966	1 348	1 065	49%	51%	14,755
	Information Technology	1 064	919	49%	51%	13,655	917	713	42%	58%	14,989
	Interdisciplinary programmes [#]	95	81	37%	63%	13,000	137	99	37%	63%	15,795
Diploma of Foundation Studies		4 925	4 550	8%	92%	13,957	4 571	4 117	8%	92%	15,046
Diploma of Vocational Education@ / Diploma of Vocational Baccalaureate		1 443	1 285	29%	71%	12,467	1 671	1 346	26%	74%	13,138
Other Diplomas ^{^^}		336	285	76%	24%	13,696	343	258	73%	27%	15,051
Other Certificates ^{^^}		109	99	54%	46%	16,353	84	73	53%	47%	17,529

Notes:

[^] Figures are based on the annual graduate employment surveys.

[#] Starting from the 2021/22 academic year, figures of VTC's interdisciplinary programmes have been incorporated into other related disciplines.

[@] Graduates who obtained the Diploma of Vocational Education or Certificate of Vocational Education by attending Diploma of Vocational Education programmes are included.

^{^^} Figures of full-time short courses (i.e. less than 22 weeks) are not included.

[&] Economically active graduates include those who are in employment and seeking employment.

^{*} Economically inactive graduates include those who pursue full-time programmes and are temporarily unemployed for personal reasons such as planning for further studies.

Numbers of graduates, proportion of economically active and inactive graduates and average monthly incomes of graduates from publicly-funded and self-financing full-time programmes offered by VTC by programme type and academic discipline from the 2019/20 to 2023/24 academic years

Programme type	Academic discipline	2021/22 academic year					2022/23 academic year					2023/24 academic year				
		No. of graduates	No. of respondents among graduates [^]	Proportion of economically active graduates ^{^&}	Proportion of economically inactive graduates ^{^*}	Average monthly income [^] (HK\$)	No. of graduates	No. of respondents among graduates [^]	Proportion of economically active graduates ^{^&}	Proportion of economically inactive graduates ^{^*}	Average monthly income [^] (HK\$)	No. of graduates	No. of respondents among graduates [^]	Proportion of economically active graduates ^{^&}	Proportion of economically inactive graduates ^{^*}	Average monthly income [^] (HK\$)
Higher Diploma	Business	664	505	39%	61%	15,542	561	401	41%	59%	16,501	510	As the graduate employment survey is underway, relevant information is not yet available.			
	Childcare, Elderly and Community Services	687	510	57%	43%	17,241	552	394	54%	46%	18,996	467				
	Design	1 502	1 086	54%	46%	14,261	1 191	808	50%	50%	14,899	1 202				
	Engineering	1 036	835	57%	43%	17,879	944	740	52%	48%	19,177	967				
	Health and Life Sciences	776	569	50%	50%	16,431	698	491	45%	55%	17,155	706				
	Hospitality	999	761	49%	51%	16,305	806	588	40%	60%	16,468	580				
	Information Technology	782	649	43%	57%	15,992	749	609	42%	58%	17,307	794				
	Interdisciplinary programmes [#]	-	-	-	-	-	-	-	-	-	-	-				
Diploma of Foundation Studies		4 222	3 671	7%	93%	15,646	4 281	3 670	5%	95%	15,059	4 084				
Diploma of Vocational Education@ / Diploma of Vocational Baccalaureate		1 668	1 329	25%	75%	13,698	1 299	1 070	25%	75%	15,206	1 403				
Other Diplomas ^{^^}		370	269	77%	23%	16,192	313	223	77%	23%	16,968	256				
Other Certificates ^{^^}		139	103	57%	43%	16,578	93	73	53%	47%	20,052	78				

Notes:

[^] Figures are based on the annual graduate employment surveys.

[#] Starting from the 2021/22 academic year, figures of VTC's interdisciplinary programmes have been incorporated into other related disciplines.

[@] Graduates who obtained the Diploma of Vocational Education or Certificate of Vocational Education by attending Diploma of Vocational Education programmes are included.

^{^^} Figures of full-time short courses (i.e. less than 22 weeks) are not included.

[&] Economically active graduates include those who are in employment and seeking employment.

^{*} Economically inactive graduates include those who pursue full-time programmes and are temporarily unemployed for personal reasons such as planning for further studies.

- End -

CONTROLLING OFFICER'S REPLY

EDB112

(Question Serial No. 2401)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraph 153 of the Budget Speech that the Government will continue to attract more students, especially those from the Association of Southeast Asian Nations and other Belt and Road (B&R) countries, to study in Hong Kong through various measures, including the B&R Scholarship. In this connection, will the Government advise this Committee of the following –

- (1) What is the total number of student beneficiaries of the B&R Scholarship since its introduction by the Hong Kong Special Administrative Region Government in the 2016/17 academic year?
- (2) What is the distribution of the student beneficiaries by country of origin?
- (3) What is the percentage of the student beneficiaries who stay and work in Hong Kong after graduation?
- (4) What were the total amounts of the B&R Scholarship awarded in each of the past 3 years?
- (5) What were the rates of investment return of the Government Scholarship Fund in the past 3 years? Do they accord with the estimated rates of return?
- (6) If no, how can the Government ensure the stability of the rates of investment return?

Asked by: Hon LAM So-wai (LegCo internal reference no.: 30)

Reply:

(1), (2) and (4)

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year. Thus far, over 680 students

from 49 B&R countries have been awarded. Distribution of awardees by place of origin is set out at **Annex**.

The number of awardees and the total amount of scholarships awarded in the past 3 years (from the 2022/23 to 2024/25 academic years) are set out in the table below –

	Academic year		
	2022/23	2023/24	2024/25
No. of awardees	100	100	150
Total amount of scholarships awarded (\$ million)	34.5	39.2	53.3#

Figure for the 2024/25 academic year has yet to be audited.

(3)

Awardees generally indicated in their applications an intention to work, start businesses or pursue further studies in Hong Kong after graduation. However, the Education Bureau (EDB) does not maintain statistics on the number of the B&R Scholarship awardees staying in Hong Kong for development upon completion of their studies.

The Government and institutions have implemented various measures to encourage non-local students, including the B&R Scholarship awardees, to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from 12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Exchange network

EDB has organised 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. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The B&R Scholarship awardees' pursuit of further studies in Hong Kong is highly beneficial to enhancing the city's internationalisation and campus diversification, and fostering Hong Kong's development into an international hub for post-secondary education. These awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

The Government will continue to review the effectiveness of various measures, and introduce new measures or enhance the existing ones when necessary, with a view to attracting non-local graduates to stay in Hong Kong for development.

(5) and (6)

The HKSAR Government Scholarship Fund (the Fund)'s investment aims to maintain capital and generate reasonable long-term return within a manageable risk profile to support the annual grants of scholarships. Based on the above investment aim and considerations, the Investment Committee of the Fund has recommended setting the long-term target rate of investment return at around 4%, which is comparable to the actual average investment return over the past 10 years. The target rate of investment return is also subject to annual review by the Investment Committee. In the past 3 academic years, the rates of investment return of the Fund were - 9.3% (2021/22), 5.1% (2022/23) and 10.3% (2023/24) respectively.

The Fund adopts a diversified investment strategy with its investment portfolio covering diverse asset classes such as equity securities, placements with the Exchange Fund and cash, with a view to leveraging complementary effects on the Fund's overall return under different market conditions, thereby generating a reasonable return for the Fund over the long term while maintaining liquidity and a manageable risk profile.

**Distribution of the Belt and Road Scholarship awardees by place of origin
from the 2016/17 to 2024/25 academic years**

Place of origin	No. of awardees	Place of origin	No. of awardees
1. Armenia	2	26. Maldives	1
2. Azerbaijan	3	27. Mongolia	14
3. Bangladesh	46	28. Morocco	1
4. Bosnia and Herzegovina	1	29. Myanmar	50
5. Bulgaria	1	30. Nepal	9
6. Cameroon	1	31. New Zealand	1
7. Costa Rica	1	32. Nigeria	7
8. Cyprus	2	33. Pakistan	52
9. Dominican Republic	1	34. Palestine	1
10. Egypt	5	35. Philippines	21
11. Ethiopia	20	36. Poland	4
12. Georgia	1	37. Romania	1
13. Ghana	19	38. Russia	19
14. Greece	1	39. Serbia	2
15. India	2	40. Singapore	3
16. Indonesia	96	41. Sri Lanka	9
17. Iran	4	42. Tajikistan	3
18. Israel	1	43. Thailand	80
19. Italy	4	44. Türkiye	10
20. Jordan	1	45. Uganda	1
21. Kazakhstan	49	46. Ukraine	1
22. Kenya	1	47. Uzbekistan	1
23. Korea	11	48. Vietnam	23
24. Kyrgyzstan	6	49. Zambia	1
25. Malaysia	89		
Total		683 awardees from 49 countries/regions	

- End -

CONTROLLING OFFICER'S REPLY**EDB113****(Question Serial No. 0350)**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 the School-based Educational Psychology Service (SBEPS) in primary and secondary schools, will the Government advise this Committee of –

- (1) the numbers of public sector primary and secondary schools receiving SBEPS in the past 3 school years;
- (2) the number of educational psychologists involved in the provision of SBEPS and the number of students receiving SBEPS;
- (3) the estimated expenditure on SBEPS provision for the coming year?

Asked by: Hon LAM Tzit-yuen, David (LegCo internal reference no.: 32)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 2022/23 to 2024/25 school years are tabulated as follows –

School year	2022/23	2023/24	2024/25
Primary school	456	456	453
Secondary school	388	388	386

(2) and (3)

From the 2016/17 school year onwards, the Education Bureau (EDB) has implemented progressively the Enhanced SBEPS for public sector ordinary primary and secondary schools with a comparatively large number of students with special educational needs. As educational psychologists (EPs) are deployed by EDB and school sponsoring bodies on the basis of the number of schools, each EP generally serves 4 to 6 schools at present. 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. In general, EPs adopt a multi-disciplinary approach to collaborate with teachers, social workers, etc., to jointly support students in need, in accordance with the principle of Whole School Approach.

The EP establishment for SBEPS and the total expenditure involved in the 2022/23 to 2025/26 school years are tabulated as follows –

School year	2022/23	2023/24	2024/25 (Revised estimate)	2025/26 (Estimate)
EP establishment	186	198.5	200	200
Expenditure (\$ million)	171	196	210	265

- End -

CONTROLLING OFFICER'S REPLY**EDB114****(Question Serial No. 0353)**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 the implementation of the Enhanced School-based Speech Therapy Service in primary and secondary schools, will the Government advise this Committee of –

- (1) the school-based speech therapist establishment and the expenditures in the past 3 school years, in the form of a table;
- (2) the speech therapy-related programmes offered by local post-secondary institutions and the number of places offered in the past 3 academic years.

Asked by: Hon LAM Tzit-yuen, David (LegCo internal reference no.: 34)Reply:

- (1) The school-based speech therapist (SBST) establishment and the related expenditures for the Enhanced School-based Speech Therapy Service in the past 3 school years (i.e. 2022/23 to 2024/25 school years) are tabulated as follows –

School year	SBST posts	Expenditure (\$ million)
2022/23	348	246.4
2023/24	412	305.2
2024/25	414	311.3 (Revised estimate)

- (2) According to the information provided by the institutions, there are currently 4 universities in Hong Kong offering 5 speech therapy programmes, providing a total of about 160 to 240 places each year. The numbers of first-year intake places for each of these programmes in the past 3 years (i.e. 2022/23 to 2024/25 school years) are tabulated as follows –

Programme/School year	2022/23	2023/24	2024/25
University Grants Committee-funded programmes			
Bachelor of Science in Speech-Language Pathology, University of Hong Kong	56	63	57
Bachelor of Science (Honours) in Speech Therapy, The Hong Kong Polytechnic University	(Note 1)	12	22
Self-financing programmes			
Master of Science in Educational Speech-Language Pathology and Learning Disabilities, The Education University of Hong Kong	37	47	60
Master of Speech Therapy, The Hong Kong Polytechnic University	36	38	31
Master of Science in Speech-Language Pathology, The Chinese University of Hong Kong	48	(Note 2)	70

Notes

- (1) The Hong Kong Polytechnic University has started running the Bachelor of Science (Honours) in Speech Therapy programme since the 2023/24 school year.
- (2) The Chinese University of Hong Kong runs the programme in alternate years. There were no new intakes in the 2023/24 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB115

(Question Serial No. 1846)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

Controlling Officer: Permanent Secretary for Education (Michelle LI)

Director of Bureau: Secretary for Education

Question:

- (1) Has any provision been reserved for the land planning and preliminary projects of the Northern Metropolis University Town (NMUT)? If yes, please provide specific information such as project estimates and the purposes of the reserved provisions. If no, please provide future work plans and relevant timetables.
- (2) Regarding the 90 hectares of land earmarked for NMUT, have any eligibility criteria been set for institutions wishing to establish a presence in NMUT? How many institutions or organisations are involved in the land allocation plan? Are there any plans to introduce, based on market needs, more projects related to the innovation and technology industry, projects focusing on specific academic disciplines, or collaborative projects with the industry?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 6)

Reply:

After consulting the Development Bureau (DEVB), we provide a consolidated reply as follows –

(1)

The Government has reserved a total of about 90 hectares of land in the Hung Shui Kiu/Ha Tsuen New Development Area (HSK), Ngau Tam Mei New Development Area (NTM) and New Territories North New Town (NTN New Town) in the Northern Metropolis (NM) for developing the Northern Metropolis University Town (NMUT).

The land at HSK is within the boundary of HSK stage 2 development. Funding for the relevant site formation and engineering infrastructure works was approved by the Finance Committee of the Legislative Council (LegCo) in May 2024, and the works have commenced progressively. Funding for the relevant planning and engineering study, as well as for the

detailed design and site investigation, was approved by LegCo as early as 2011 and 2020, respectively.

Regarding NTM, funding for the relevant land use review study was approved by LegCo in 2021 and 2023, and funding for the detailed design was reserved in 2025. As for NTN New Town, funding for the planning and engineering study was approved by LegCo in 2021. Having completed the public engagement activities for the development proposals of NTM and NTN New Town in the first quarter this year, the Government will further develop these proposals and seek funding from LegCo in due course for the detailed design and commencement of the relevant site formation and engineering infrastructure works.

Information on the expenditures or estimates for the relevant projects is tabulated below –

	Project expenditures or estimates (in money-of-the-day (MOD) prices) ^(Note)
Hung Shui Kiu/Ha Tsuen New Development Area (stage 2)	Public Works Programme (PWP) Item No. 7733CL—Review studies on Hung Shui Kiu new development area—consultants’ fees and site investigation (approved in 2011): \$66.27 million (completed, actual expenditure) [Note: This covered the entire Hung Shui Kiu/Ha Tsuen New Development Area.]
	PWP Item No. 7846CL—Hung Shui Kiu/Ha Tsuen new development area stage 2 works—detailed design and site investigation (approved in 2020): \$395.6 million
	PWP Item No. 7829CL—Hung Shui Kiu/Ha Tsuen New Development Area stage 2 works—site formation and engineering infrastructure (approved in 2024): \$20.272 billion
Ngau Tam Mei New Development Area	PWP Item No. 7F54CL—Land use review study for Ngau Tam Mei area (approved in 2021): \$49.8 million
	PWP Item No. 7F83CL—Study on green belt area in Ngau Tam Mei—Feasibility Study (approved in 2023): \$47.63 million
NTN New Town	PWP Item No. 7854CL—Remaining Phase Development of the New Territories North—planning and engineering study for NTN New Town and Man Kam To (approved in 2021): \$200.8 million

Note: As the engineering and planning studies mentioned above cover the entirety/parts of the New Development Areas, separate figures for the provisions concerning NMUT are not available. Moreover, the aforementioned provisions do not cover any further studies or proposed construction works for NMUT.

(2)

The Government is committed to developing NMUT, and will encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas institutions in a flexible and innovative manner. In addition, the Government will gradually take forward the relevant work, having regard to 4 objectives and strategies, namely (a) industry-led; (b) support Hong Kong to develop into an international post-secondary education hub; (c) align with the nation’s

development strategies; and (d) industry-led, step by step. To align with the industry-driven and infrastructure-led approach of NM, post-secondary institutions will mainly take forward development in the area in a self-financing mode, adopt new approaches in programme planning, teaching and research to keep pace with the times, deepen collaboration with industries in the area, and proactively support the future development directions and indicators of the country and Hong Kong through nurturing talents to create strong impetus for Hong Kong's development. EDB plans to publish the Northern Metropolis University Town Development Conceptual Framework in the first half of 2026, while DEVB will provide full support in terms of land and infrastructure.

- End -

CONTROLLING OFFICER'S REPLY

EDB116

(Question Serial No. 1855)

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) The 8 University Grants Committee (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. What was the work of HUCOMSCI in the past year?
- (2) How much of the expenditure for the coming year will be used to host international education conferences and exhibitions to enhance Hong Kong's position as an international post-secondary education hub, and what is the specific allocation of the provision? What is the estimated number of students who will be attracted from outside Hong Kong to apply for admission to Hong Kong's institutions?
- (3) Given that the Northern Metropolis University Town serves as a base for our development into an international education hub, will the Government capitalise on this advantage to encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas institutions in a flexible and innovative manner to establish the brand of "Study in Hong Kong"?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 15)

Reply:

(1) and (2)

To support universities' efforts to further promote the higher education of Hong Kong to the world, the University Grants Committee (UGC) has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), which comprises the 8 UGC-funded universities, to participate in and organise various overseas activities. Such activities include jointly setting up a Hong Kong Pavilion in international expositions such as the annual conference and

exhibition of NAFSA: Association of International Educators (NAFSA), the annual conference of the European Association for International Education (EAIE) and the annual conference of the Asia-Pacific Association for International Education (APAIE) to strengthen connections with the higher education sectors of various places, promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners and encourage more exchanges and co-operation between Hong Kong and the rest of the world on higher education development; and visiting different places to recruit overseas students.

International education conferences and exhibitions organised/participated in 2024 include –

- (a) the annual conference and exhibition of APAIE in Perth, Australia in March 2024;
- (b) the annual conference and exhibition of NAFSA in New Orleans, the United States in May 2024;
- (c) the annual conference of EAIE in Toulouse, France in September 2024; and
- (d) the Hong Kong Partners Week in Hong Kong in December 2024.

In 2025-26, HUCOMSCI continues its efforts to promote the strengths and opportunities of Hong Kong's higher education in different parts of the world, which include participating and jointly setting up a Hong Kong Pavilion in the following international expositions –

- (a) the annual conference and exhibition of APAIE in Delhi, India in March 2025;
- (b) the annual conference and exhibition of NAFSA in San Diego, the United States in May 2025; and
- (c) the annual conference of EAIE in Gothenburg, Sweden in September 2025.

Furthermore, UGC-funded universities will continue to organise joint recruitment roadshows and join overseas education expos in an effort to recruit more students from around the world to study in Hong Kong. In the 2024/25 academic year, these universities have planned to organise nearly 200 overseas recruitment activities, many of which are targeted at B&R countries.

Moreover, Hong Kong has just succeeded in its bid to host the APAIE 2026 Conference and Exhibition. Being one of the premier events for the global higher education community, APAIE Conference and Exhibition brings together leaders and representatives of the higher education sector from all over the world. With the successful bid to host APAIE, we can promote the “Study in Hong Kong” brand and showcase the city's remarkable achievements in higher education to the world, thereby elevating the international status of local universities. We may also take this opportunity to further deepen collaboration and exchanges among our post-secondary institutions with those around the world, thus expediting Hong Kong's development into an international hub for post-secondary education.

Looking ahead, UGC will continue to support universities' efforts to promote the “Study in Hong Kong” brand and facilitate Hong Kong's development into an international hub for post-secondary education, and will therefore consider financing HUCOMSCI for the 2025-28 triennium in a timely manner.

(3)

We are committed to developing the Northern Metropolis University Town (NMUT), and will encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas

institutions in a flexible and innovative manner and build internationalised campuses for attracting more Mainland and overseas talents to further their studies and conduct research in Hong Kong. We hope to strengthen the brand of “Study in Hong Kong” through the development of NMUT.

- End -

CONTROLLING OFFICER'S REPLY

EDB117

(Question Serial No. 1856)

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) What were the types and numbers of funding support measures provided for self-financing post-secondary institutions in the past year? Please set out the institutions benefitted, programmes, mode of study, and amounts or types of funds granted.
- (2) Regarding the Alliance of Universities of Applied Sciences formed by self-financing post-secondary institutions, what is the specific plan for the use of the fund, including how the fund is distributed for the purposes of collaboration with counterparts in the Mainland and overseas, collaboration and research among member institutions, and promotion activities? In addition, what are the subsequent promotion and publicity plans?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 16)

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 2024/25 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 talents 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 2024/25 academic year are set out at the **Annex**.

(2)

The Government has all along supported the development of universities of applied sciences (UAS), with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat is the Hong Kong Metropolitan University, which will take the lead in the development of the Alliance. EDB has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

**Amounts Disbursed under Various Support Measures for the Self-Financing Post-Secondary Education Sector
by Institution in the 2024/25 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	490	N/A	6,018
HKCT Institute of Higher Education	0	0	0	350	1,787	6,764
Hong Kong Chu Hai College	0	0	2,581	210	3,344	860
Hong Kong Nang Yan College of Higher Education	0	0	0	230	N/A	3,370
Hong Kong Shue Yan University	7,280	14,575	8,805	4,470	2,680	94,005
Saint Francis University	2,399	0	12,428	3,535	232,842	16,782
The Hang Seng University of Hong Kong	2,382	0	10,382	6,495	61,796	96,567
Tung Wah College	4,057	0	1,365	4,010	237,463	8,357
UOW College Hong Kong	0	0	0	1,180	2,932	3,645
Yew Chung College of Early Childhood Education	0	0	678	290	N/A	3,095
Caritas Bianchi College of Careers	1,638	0	N/A	380	25,098	N/A
Caritas Institute of Community Education	N/A	0	N/A	N/A	N/A	N/A
HKU SPACE Po Leung Kuk Stanley Ho Community College	0	0	N/A	3,535	35,510	N/A
Hong Kong Adventist College	0	0	N/A	80	N/A	N/A
Hong Kong College of Technology	0	0	N/A	360	5,020	N/A
Hong Kong Institute of Technology	0	0	N/A	490	N/A	10,128
YMCA College of Careers	0	0	N/A	N/A	0	N/A
City University of Hong Kong – School of Continuing and Professional Education	0	N/A	N/A	230	N/A	N/A
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	350	N/A	994 ^[5]	5,835	N/A	N/A
Lingnan University	N/A	N/A	N/A	665	N/A	N/A
Lingnan University – Lingnan Institute of Further Education	0	N/A	N/A	565	N/A	N/A
The Chinese University of Hong Kong – School of Continuing and Professional Studies	0	N/A	N/A	1,775	N/A	N/A
The Education University of Hong Kong	0	N/A	N/A	150	N/A	N/A
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	2,400	N/A	8,747 ^[6]	10,240	N/A	N/A
The Hong Kong University of Science and Technology	0	N/A	N/A	210	N/A	N/A
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	0	N/A	N/A	7,530	N/A	N/A
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	2,273	77,185	34,473 ^[7]	18,490	422,807	121,965
Vocational Training Council ^[8]	0	N/A	4,854 ^[9]	5,195	67,423	51,240
Hong Kong Art School	0	N/A	N/A	155	N/A	894

Notes:

- [1] Projects approved under QESS in the 2023/24 round of applications are implemented from the 2024/25 academic year and funds are disbursed to institutions in the 2024/25 academic year.
- [2] Application results of ESGS in the 2023/24 round of applications were announced in December 2024. A total of 3 projects were approved to support the respective institutions to develop the following full-time post-secondary programmes –
 - (a) Bachelor of Science with Honours in Diagnostic Radiography (Hong Kong Metropolitan University);
 - (b) Bachelor of Applied Science with Honours in Robotics and Automation Engineering (Hong Kong Metropolitan University); and
 - (c) Bachelor of Social Sciences (Hons) in Forensic and Investigative Psychology (Hong Kong Shue Yan University).
- [3] Application results of SPSS for the 2024/25 academic year have yet to be announced. The amounts disbursed in the 2023/24 academic year are shown in the table above for reference.
- [4] Relevant figures are subsidies disbursed in the 2024/25 academic year (as of February 2025).
- [5] Only applicable to the School of Continuing Education of Hong Kong Baptist University.
- [6] Only applicable to the School of Professional Education and Executive Development of The Hong Kong Polytechnic University.
- [7] Only applicable to Hong Kong Metropolitan University.
- [8] Relevant figures of the Vocational Training Council include those of its member institutions, namely School for Higher and Professional Education, Technological and Higher Education Institute of Hong Kong and Hong Kong Institute of Vocational Education / Hong Kong Design Institute.
- [9] Only applicable to the Technological and Higher Education Institute of Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY**EDB118****(Question Serial No. 1861)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

- (1) What were the number of the Belt and Road (B&R) Scholarship awardees and their countries or regions of origin in each academic year of the previous financial year? What were the types of academic programmes that the awardees enrolled in and the disciplines involved?
- (2) Last year, the injection of \$1 billion into the HKSAR Government Scholarship Fund was approved to fund the increase in the annual quota of the B&R Scholarship. What is the current usage of the fund? What is the planned adjustment to the scholarship quota? What is the promotion plan in place to increase Hong Kong's attractiveness to overseas students?

Asked by: Hon LAU Chi-pang (LegCo internal reference no.: 21)Reply:

(1)

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year.

The number of awardees and the total amount of scholarships awarded in the past 5 years (from the 2020/21 to 2024/25 academic years) are set out in the table below –

	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
No. of awardees	88	99	100	100	150
Total amount of scholarships awarded (\$ million)	23.8	29.6	34.5	39.2	53.3#

Figure for the 2024/25 academic year has yet to be audited.

Distribution of awardees by place of origin, type of study programme enrolled and discipline is set out at Annex.

(2)

The B&R Scholarship is one of the scholarships granted under the HKSAR Government Scholarship Fund (the Fund). As at early March 2025, the unaudited balance of the Fund is around \$4.66 billion (the principal of which is \$4.07 billion).

As the Government has injected \$1 billion into the Fund in the previous financial year to increase the scholarship places per annum from 100 to 150 starting from the 2024/25 academic year, there are no plans to further adjust the scholarship places for the time being.

In addition to increasing the scholarship places per annum substantially from 100 to 150 with effect from the 2024/25 academic year, the Government is also taking the following measures to enhance the attractiveness of the B&R Scholarship –

(i) Enhancement of publicity

Hong Kong has sound education infrastructure and is among the global top 5 on the relevant ranking of competitiveness. Our post-secondary education sector is highly internationalised and diversified, with 5 universities ranked among the world's top 100. The Government is establishing the "Study in Hong Kong" brand in collaboration with local post-secondary institutions by, among others, striving to host international education conferences and exhibitions, encouraging the local post-secondary institutions to enhance collaboration and exchange with their counterparts around the world in promoting the "Study in Hong Kong" brand on a global scale, and attracting more overseas students, especially those from the Association of Southeast Asian Nations and other B&R countries, to study in our city through the provision of scholarships and other incentives. The University Grants Committee (UGC) has been providing funding for universities to bolster their efforts on enhancing internationalisation and strengthening engagement with Mainland China. UGC has provided a funding of \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities and has set aside around \$10 million to support HUCOMSCI in launching a brand new project to promote Hong Kong's higher education to countries along B&R, which includes the formulation of publicity and promotion strategies as well as the production of publicity materials and videos, etc. HUCOMSCI has commenced the work and commissioned consultants to formulate the publicity and promotion strategy and conduct a market survey. In addition, the Government's overseas Hong Kong Economic and Trade Offices and relevant organisations from Hong Kong participate in publicity from time to time.

(ii) Enhancement of educational collaboration

The Education Bureau (EDB) has signed 10 memoranda with countries along B&R to date to strengthen educational ties and exchanges with these countries, while promoting the B&R Scholarship actively.

(iii) Complementary policies and support

The Government encourages and supports post-secondary institutions' efforts to enhance campus facilities and provide social and personal support to facilitate student integration,

thereby enabling non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong; as well as the provision of information and support related to further studies and employment by these institutions.

Number of the Belt and Road Scholarship awardees in the past 5 academic years

(i) Distribution of awardees by place of origin

Place of origin	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
1. Armenia	1	1	-	-	-
2. Azerbaijan	-	-	-	-	3
3. Bangladesh	7	9	10	8	7
4. Bosnia and Herzegovina	-	-	1	-	-
5. Bulgaria	-	1	-	-	-
6. Cameroon	-	-	-	-	1
7. Costa Rica	-	-	1	-	-
8. Cyprus	-	-	-	1	1
9. Dominican Republic	-	-	-	-	1
10. Egypt	-	1	1	2	1
11. Ethiopia	4	-	3	5	7
12. Georgia	-	-	-	1	-
13. Ghana	3	6	3	2	5
14. Indonesia	12	12	11	11	10
15. Iran	2	1	-	-	1
16. Israel	-	-	1	-	-
17. Italy	1	-	2	1	-
18. Jordan	-	-	-	-	1
19. Kazakhstan	7	10	7	9	10
20. Kenya	-	-	-	-	1
21. Korea	3	4	2	1	-
22. Kyrgyzstan	-	-	1	2	2
23. Malaysia	10	12	13	11	11
24. Maldives	-	1	-	-	-
25. Mongolia	1	1	2	5	5
26. Morocco	-	-	-	-	1
27. Myanmar	7	7	8	11	11
28. Nepal	2	3	-	-	4
29. Nigeria	1	1	1	-	2
30. Pakistan	3	8	6	7	22
31. Palestine	-	1	-	-	-
32. Philippines	1	4	6	3	6
33. Poland	-	-	-	-	3
34. Romania	1	-	-	-	-
35. Russia	3	1	4	2	4
36. Serbia	-	-	-	1	1
37. Singapore	1	1	-	-	1
38. Sri Lanka	5	2	2	-	-
39. Tajikistan	1	-	-	-	1
40. Thailand	10	8	11	11	10

Place of origin	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
41. Türkiye	1	2	1	2	3
42. Ukraine	-	1	-	-	-
43. Uzbekistan	-	-	-	-	1
44. Vietnam	1	1	3	4	13
Total	88	99	100	100	150

(ii) Distribution of awardees by programme type

Programme type	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Undergraduate programme	63	75	75	75	125
Research postgraduate programme	25	24	25	25	25
Total	88	99	100	100	150

(iii) Distribution of awardees by discipline

Discipline	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Architecture	-	-	-	-	1
Arts	-	4	3	6	3
Design and Performing Arts	2	-	1	1	6
Business Administration	23	16	18	24	30
Journalism and Communication	1	2	4	2	2
Computer and Information Technology	8	11	2	9	14
Education	2	2	-	4	2
Engineering and Technology	23	30	28	21	36
Law	-	1	4	1	3
Medicine and Health	6	5	7	3	2
Sciences	14	17	27	21	35
Social Sciences	9	11	6	8	16
Total	88	99	100	100	150

- End -

CONTROLLING OFFICER'S REPLY**EDB119****(Question Serial No. 1396)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned in the Budget that the student grant of \$2,500 for kindergarten, primary and secondary students will be abolished. In this connection, please advise this Committee of –

- (1) the numbers of student beneficiaries and the total amounts paid by the Education Bureau (EDB) in each year since the 2019/20 school year;
- (2) whether EDB will have additional measures to support students with financial difficulties; if yes, of the details; if no, of how EDB will address and meet the needs of students?

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 32)Reply:

- (1) The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. The numbers of student beneficiaries and the total amounts disbursed from the 2019/20 to 2024/25 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	798 400	2.00
2024/25 ⁺	788 800	1.97

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

+ Figures as at end of February 2025.

- (2) Currently, students from families with financial difficulties will receive appropriate assistance through various means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB120

(Question Serial No. 1397)

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 2025-26 under this programme that kindergartens (KGs) will be subsidised to organise school-based activities to promote national education for students and parents. In this connection, will the Government advise this Committee of the following –

- (1) the expenditures on subsidising KGs to organise national education activities in the past 3 years and the coming financial year;
- (2) as all newly-appointed teachers in public sector schools, Direct Subsidy Scheme schools and KGs joining the Kindergarten Education Scheme are required by the Education Bureau (EDB) to pass the Basic Law and National Security Law Test, the total number of candidates and passing rates in the two rounds of tests organised by EDB in October and December in 2024;
- (3) whether evaluation has been made on the effectiveness of promoting national education in KGs; if yes, of the details; if no, whether key performance indicators will be set in this regard?

Asked by: Hon LAU Ip-keung, Kenneth (LegCo internal reference no.: 33)

Reply:

(1) and (3)

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, to strengthen support for KGs joining the Kindergarten Education Scheme (Scheme-KGs) in organising more diversified school-based activities, thereby fostering students’ understanding and appreciation of Chinese culture from an early age, and promoting national education through home-school co-operation, a one-off Grant for

Promotion of Chinese Art and Culture was provided for Scheme-KGs in March 2023, which was enhanced in March 2024 with the amount of subsidy increased and the deployment period of the grant extended, and another one-off Grant for Promotion of National Education through Home-school Co-operation was provided for Scheme-KGs in February 2025. The total expenditure involved is about \$288 million. KGs may use these grants 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, with a view to helping children learn and appreciate Chinese art and culture, and hence foster their sense of national identity. In addition, KGs may organise parent education or parent-child activities relating to national education, such as seminars and workshops for parents, and parent-child local culture experiential days, so as to deepen parents' understanding of Chinese culture and national development, thereby helping them nurture in their children a sense of belonging, pride and affection for our country. Scheme-KGs may also fully utilise the unit subsidy to organise school-based national education activities.

All Scheme-KGs are required to organise school-based activities relating to Chinese culture every year to promote students' understanding of Chinese culture and their sense of national identity from an early age. 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.

(2)

Starting from the 2023/24 school year, all newly-appointed teachers in public sector schools, Direct Subsidy Scheme schools and Scheme-KGs (including newly-joined teachers and teachers changing schools) are required to pass the Basic Law and National Security Law Test (BLNST) in order to be considered for appointment. In the 2024/25 school year, EDB conducts a total of five rounds of BLNST, which are arranged for degree holders and non-degree holders respectively. The first two rounds of tests were conducted in October and December in 2024, with an attendance of 2 970 candidates in total and a passing rate of over 90%. The remaining three rounds of tests will be conducted in April, June and July in 2025.

- End -

CONTROLLING OFFICER'S REPLY

EDB121

(Question Serial No. 2517)

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 abolition of the student grant of \$2,500 for kindergarten, primary and secondary students, will the Education Bureau advise this Committee of the following –

- (1) Please tabulate the numbers of student grant recipients and the total amounts of grant received by district in Hong Kong, since the implementation of the initiative.
- (2) Are there any other schemes to subsidise students' household expenses? If yes, please set out the forms, subsidy amounts and total estimated expenditures of these schemes. If no, what are the reasons?

Asked by: Hon LAU Kwok-fan (LegCo internal reference no.: 3)

Reply:

- (1) The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. The criteria set by EDB for providing the student grant have no relation to the districts in which schools are situated. We have not compiled statistics by district. The numbers of student beneficiaries and the total amounts disbursed from the 2019/20 to 2024/25 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	798 400	2.00
2024/25 ⁺	788 800	1.97

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

+ Figures as at end of February 2025.

- (2) The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB122

(Question Serial No. 2445)

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 Government implements a host of measures for promoting students' mental health at the school level. In this connection, will the Government advise this Committee of –

- (1) the numbers of fatal suicide and attempted suicide cases among primary, secondary and university students in each of the past 5 years;
- (2) further to the above question, the percentage shares of the numbers of fatal suicide and attempted suicide cases among primary, secondary and university students in the total numbers of students at each stage of education in each year;
- (3) further to the above question, whether the Government has explored the causes of student suicides and suicide attempts; if yes, of the details; if no, of the reasons;
- (4) the numbers of assistance requests received by schools from students regarding emotional disturbance and mental health problems in the past 5 years;
- (5) further to the above question, the reasons for students' seeking help;
- (6) the specific measures taken by the Government to promote students' mental health in the past year, and the respective expenditures and effectiveness?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 9)

Reply:

(1) to (3)

The Education Bureau (EDB) has all along required primary and secondary schools to report fatal suspected student suicide cases in order to provide appropriate professional support to the schools concerned. EDB does not collect information regarding fatal suspected suicide cases of university students and the numbers of attempted suicide cases among primary,

secondary and university students. The numbers of fatal suspected student suicide cases of primary and secondary students reported in the past 5 years (2020 to 2024) are tabulated as follows –

Year	No. of cases
2020	21
2021	25
2022	25
2023	32
2024	28

Both international and local studies have suggested that suicide is a complex issue influenced by the interplay of 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). Each case has its unique underlying reasons.

(4) and (5)

Schools have all along been adopting the Whole School Approach (WSA) and multi-disciplinary collaboration (including school-based educational psychologists, guidance personnel and school social workers) to provide comprehensive student guidance and support services according to students' needs and through the 3-Tier Intervention Model. Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs through quality teaching in regular classrooms. Tier 2 support refers to additional support/“add on” intervention for students with persistent learning or adjustment difficulties. Tier 3 support refers to individualised intensive support for students with persistent and severe learning or adjustment difficulties, and professional referrals in a timely manner for further follow-up. Since early identification and intervention for students in need is an ongoing task of schools, EDB does not collect information from schools regarding the number of students seeking help for emotional disturbance and mental health problems, and the reasons for help-seeking. Therefore, relevant figures and information are not available.

(6)

EDB attaches great importance to the healthy development of students and has been encouraging schools to adopt WSA 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 curriculum, information dissemination, activities, training and professional support.

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 on student growth programmes for 2023-24 was \$91 million.

To further promote student mental health, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year. The relevant expenditure is about \$700,000. Additionally, EDB provided secondary schools with short videos and lesson plans relating to student mental health.

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. Schools may deploy these grants in the 2023/24 and 2024/25 school years to conduct various mental health promotion activities or programmes for students and teachers. The expenditure of these 2 grants is about \$80 million. 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.

To promote mental health in schools in a more comprehensive and systematic manner, EDB has implemented the 4Rs Mental Health Charter in the 2024/25 school year and invited for the participation of all public sector and Direct Subsidy Scheme schools in Hong Kong.

At the Selective level, EDB provides 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 organises about 40 additional thematic teacher training workshops for teachers and school guidance personnel in the 2024/25 school year, with a more intense focus on enhancing their capacity for 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 has been providing public sector ordinary schools with the Learning Support Grant since the 2017/18 school year, 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, in collaboration with EDB, the Hospital Authority and the Social Welfare Department, has launched the “Student Mental Health Support Scheme” to provide appropriate support services for students with mental health needs. Meanwhile, 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. Starting from December 2023, the Government has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) in all secondary schools in Hong Kong by pooling together the schools’ multi-disciplinary teams, the off-campus support

network and medical services so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk. As the expenditure on the above initiatives is 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. The one-stop parent education website "Smart Parent Net" (parent.edu.hk) was launched 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. To help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children's mental health, EDB organises the "Caring for Their Heart and Soul, Growing along with Your Children" Parent Education Talk Series for parents of primary and secondary school students in the 2024/25 school year. EDB has also promoted positive parent education and enhanced parents' awareness of children's mental health through diversified modes such as district-based film gala presentations. EDB's expenditure in 2023-24 on promoting home-school co-operation and parent education is about \$160 million.

- End -

CONTROLLING OFFICER'S REPLY**EDB123****(Question Serial No. 2447)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

- (1) What were the numbers of candidates sitting for the Hong Kong Diploma of Secondary Education Examination in the past 5 years, and how many of them sat for the examination in the capacity of “private candidates”?
- (2) Further to the above question, how many eligible candidates were eventually admitted to funded undergraduate programmes offered by publicly-funded local universities through the Joint University Programmes Admissions System? What is the percentage of “private candidates” among them?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 11)Reply:

(1) and (2)

The numbers of candidates (including “school candidates” and “private candidates”) who sat for the Hong Kong Diploma of Secondary Education Examination (HKDSE), as well as those who met the general minimum entrance requirements¹ for local undergraduate programmes or attained better results and were eventually admitted to funded undergraduate programmes offered by publicly-funded local universities through the Joint University Programmes Admissions System (JUPAS) from the 2019/20 to 2023/24 academic years, are tabulated as follows –

Year of Examination	Number of candidates sat			No. of students admitted to University Grants Committee (UGC)-funded universities through JUPAS (including school candidates and private candidates) ²
	School candidates	Private candidates	Total	
2020	45 257	5 552	50 809	11 944
2021	43 294	6 682	49 976	12 225
2022	42 329	5 562	47 891	12 178
2023	42 391	6 371	48 762	12 592
2024	42 759	6 267	49 026	11 837 (provisional figure)

Notes:

- 1 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 (LS). Starting from 2024, Citizenship and Social Development (CS) subject replaced LS subject. For CS subject, the general entrance requirement of undergraduate programmes offered by local universities is “Attained”.
- 2 Such figures refer to the 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**EDB124****(Question Serial No. 2451)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (6) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding teacher registration and the upholding of teachers' professional conduct, please advise this Committee of the following –

- (1) the numbers of applications for teacher registration (including those for registered teachers and permitted teachers) and the numbers of approvals granted in the past 5 years;
- (2) the numbers of registrations cancelled or refused by the Education Bureau (EDB) in the past 5 years;
- (3) the reasons for EDB's cancellation of teacher registrations in the past year;
- (4) measures taken by EDB to uphold teachers' professional conduct.

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 15)Reply:

- (1) The number of teacher registration applications (including those for registered teachers and permitted teachers) and the number of applications approved in each year from 2020 to 2024 are as follows –

Year	Registered teachers		Permitted teachers	
	No. of applicants [#]	No. of teachers registered [#]	Applicant count [#]	No. of applications issued with a permit to teach [#]
2020	4 598	3 814	2 981	2 252
2021	4 433	4 386	4 142	3 395
2022	4 438	3 813	5 257	3 437
2023	4 489	3 350	4 431	4 060
2024	4 285	5 068	4 566	5 655

[#] Figures above are compiled based on the dates of application and approval; the vetting procedures for some applications may not be completed within the same year.

- (2) The number of teachers whose registration was cancelled and the number of applicants whose teacher registration application was refused by the Education Bureau (EDB) in each year from 2020 to 2024 are as follows –

Year	No. of teachers whose registration was cancelled*	No. of applicants whose teacher registration application was refused*
2020	7	0
2021	7	1
2022	21	0
2023	47	4
2024	71	7

* Figures in the above table are compiled based on the dates on which the teachers/applicants concerned were issued a notification concerning the cancellation of teacher registration/refusal of teacher registration application.

- (3) In 2024, cases warranting EDB's cancellation of teacher registration mainly involved the following offences or professional misconduct, including theft, deception, child abuse, sexual offences, criminal intimidation, assault, riot, unlawful assembly, criminal damage, possession of offensive weapon, possession of dangerous drug, going beyond teacher-student relationships, improper physical contact with students, and viewing and downloading pornographic content at school. There was significant increase in the number of cases against which EDB has taken actions in 2023 and 2024, which was mainly due to the revelation of cases arising from the criminal record check on all registered teachers every three years. Though the teachers concerned of the majority of the cases have already left the teaching profession, if the cases involved serious unlawful acts or professional misconduct, we will still follow up seriously to prevent such persons from teaching in schools again in order to safeguard the well-being of students.
- (4) Attaching great importance to the professional conduct of teachers, EDB has been performing its gate-keeping role stringently through teacher registration and school management, and committed to enhancing the quality of teachers and upholding their professional conduct through a host of measures. Specific measures include –

Providing guidelines for schools

- Formulating the Guidelines on Teachers' Professional Conduct (the Guidelines), thereby expressly requiring schools to regularly convey to all teaching staff the schools' expectations on their performance through various channels and circulate the Guidelines; and continuously promoting the content of the Guidelines in the sector
- Issuing circulars and letters on staff appointment to remind schools of matters relating to the appointment of teaching staff, which include applying to EDB for checking information on the applicant's registration status; requiring teachers who have already left the teaching profession for 1 year or more to declare their criminal conviction records, so that schools can give informed and due consideration before the appointment

Enhancing teacher training

- Incorporating elements of teachers' professional conduct in the in-service and pre-service training, such as strengthening teachers' understanding of education-related laws and national affairs, to encourage teachers to actualise and reflect on their

professional roles

- Arranging Mainland study tours for newly-joined teachers in publicly-funded schools and promoted teachers in public sector schools, so as to enable teachers to learn about the professional competencies and ethics, as well as the role model of teaching by example of their Mainland counterparts, thereby enhancing teachers' sense of responsibility and mission in teaching and nurturing students
- Developing training resources and supporting schools in organising school-based teachers' professional development activities to continuously promote teachers' self-reflection and self-advancement, and enhance their professional competencies

Strengthening the cultivation of teachers' morality and ethics

- Actively collaborating with different Hong Kong and Mainland authorities to promote teachers' morality and ethics, and foster a culture of respect for teachers
- Recognising the dedication and contribution of distinguished teachers through commending teachers with outstanding performance, so that teachers can earn social recognition and reinforce the culture of respect for teachers

Performing the gate-keeping role stringently

- Imposing the Basic Law and National Security Law Test (BLNST) as the entry requirement for appointment; starting from the 2023/24 school year, all newly-appointed teachers in public sector schools, Direct Subsidy Scheme schools and kindergartens joining the Kindergarten Education Scheme are required to obtain a pass result in BLNST in order to be considered for appointment
- Handling teacher registration matters rigorously to ensure that all teachers allowed to teach in schools are fit and proper persons; conducting criminal record check on all registered teachers every 3 years starting from the 2021/22 school year to prevent unintentional and intentional omissions in reporting by registered teachers with criminal convictions, with a view to further strengthening our gate-keeping role
- Handling cases of suspected professional misconduct of teachers in a prudent manner; punishing the black sheep seriously

- End -

CONTROLLING OFFICER'S REPLY

EDB125

(Question Serial No. 2452)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

The Education Bureau has strengthened the monitoring of teachers' professional conduct in recent years through measures such as conducting criminal record check every 3 years to uphold the quality and integrity of the teaching force. In this connection, please advise this Committee of –

- (1) the manpower and expenditure involved in the implementation of the criminal record check;
- (2) further to the above question, whether the effectiveness of the checking mechanism has been evaluated; if yes, of the details; if no, of the reasons.

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 16)

Reply:

(1) to (2)

The Education Bureau (EDB) is responsible for teacher registration and gatekeeping the quality of teachers, making sure that all teachers allowed to teach in schools are fit and proper persons. EDB has been requiring applicants for teacher registration and serving teachers to declare whether they have been previously convicted of criminal offences and, starting from the 2021/22 school year, conducts criminal record check on all registered teachers every 3 years. If cases of unintentional or intentional omissions in reporting are found, EDB will take follow-up actions in accordance with the established mechanism. Since the implementation of the new measure, EDB has been able to identify more effectively registered teachers suspected of intentional omissions in reporting criminal convictions. This has further strengthened the gatekeeping work of teacher registration. Any serious unlawful acts or professional misconduct by teachers will be followed up by EDB seriously. The significant increase in the number of cases against which EDB has taken actions in 2023 and 2024 was mainly due to the revelation of cases during the initial implementation of the triennial criminal record check on all registered teachers. The teachers concerned of the majority of these cases have already left the teaching profession. As monitoring teachers' professional conduct and handling cases of suspected professional misconduct of teachers are

part of EDB's routine, the manpower and expenditure involved are subsumed under the departmental expenditure of EDB and a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB126

(Question Serial No. 2455)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

The Government will continue to promote students' mental health by such measures as the 4Rs Mental Health Charter in schools, the Three-tier School-based Emergency Mechanism and additional thematic training for teachers and parents. In this connection, will the Government advise this Committee of the following –

- (1) Currently, how many primary and secondary schools have joined the 4Rs Mental Health Charter? How many schools are not joining the 4Rs Charter and what are the reasons for not joining?
- (2) As at the end of 2024, how many students in secondary schools in Hong Kong have been referred to the psychiatric specialist services of the Hospital Authority for follow-up under the Three-tier School-based Emergency Mechanism (the Mechanism)?
- (3) Further to the above question, what are the relevant expenditures? Has the Government considered regularising the Mechanism as the main support for students with suicidal risk?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 19)

Reply:

(1)

To promote mental health in schools in a more comprehensive and systematic manner, the Education Bureau (EDB) has implemented the 4Rs Mental Health Charter (4Rs Charter) in the 2024/25 school year. Schools participating in the 4Rs Charter will set goals, implement various measures and organise activities to promote student mental health, with a view to helping students develop healthy living habits and positive interpersonal relationships, as well as enhancing their resilience and improving their physical and psychological well-being. As at the end of February 2025, a total of 658 schools have participated in the 4Rs Charter,

accounting for around 70% of public sector schools and Direct Subsidy Scheme (DSS) schools in Hong Kong. Besides the 4Rs Charter, various bureaux/departments and non-governmental organisations provide schools with diversified services, activities or programmes to promote mental health. Schools will integrate and co-ordinate their manpower and resources in accordance with their school-based needs and participate in other relevant programmes. EDB will continue to communicate with various stakeholders to promote the participation of public sector schools and DSS schools in Hong Kong.

(2) and (3)

Starting from December 2023, the Government has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of EDB, Health Bureau and Social Welfare Department in all secondary schools in Hong Kong by pooling together the schools' multi-disciplinary teams, the off-campus support network and medical services so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk. At the third tier of the Mechanism, school principals can refer students at higher risk to the psychiatric specialist outpatient services of the Hospital Authority (HA). After triage and screening, HA will accord priority to those students in urgent conditions that necessitate prompt treatment. From 1 December 2023 to 31 January 2025, HA's psychiatric services received a total of 379 referrals from school principals through the Mechanism. The Government will closely monitor the operation of the Mechanism and has commissioned a study to evaluate its effectiveness. As the expenditure on the above initiatives is subsumed under the Government's recurrent expenditure, no breakdown is available.

- End -

CONTROLLING OFFICER'S REPLY

EDB127

(Question Serial No. 0897)

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:

Regarding the Education Bureau's efforts in offering opportunities for students to join Mainland exchange programmes and arranging professional exchange programmes for teachers, will the Government advise this Committee of the following –

- (1) the respective expenditures of implementing Mainland exchange programmes for students, Mainland study tours of the subject of Citizenship and Social Development (CS Mainland study tour) as well as the "Greater Bay Area Career Exploration Tours" Programme in the previous school year; the respective estimated expenditures of these 3 programmes in the current school year;
- (2) the respective numbers of study tours organised by the Bureau and those arranged by schools and subsidised by the Bureau under the Mainland exchange programmes, the respective numbers of participating primary and secondary students as well as the expenditures involved in the previous school year;
- (3) the numbers of CS Mainland study tours and participating students in the previous school year;
- (4) the respective numbers of study tours under the "Greater Bay Area Career Exploration Tours" Programme organised by the Bureau and school-based study tours organised by schools, the respective numbers of participating students as well as the expenditures involved in the previous school year;
- (5) the respective expenditures on Mainland study tours organised for newly-joined teachers, promoted teachers in public sector schools and serving teachers in the previous school year, and the respective estimated expenditures on the Mainland study tours for these 3 groups of teachers in the current school year;
- (6) the respective numbers of Mainland study tours organised for newly-joined teachers, promoted teachers in public sector schools and serving teachers; the respective numbers of participating teachers in the previous school year; and the difference in learning focus of the study tours organised for these 3 groups of teachers.

Asked by: Hon LEE Tsz-king, Dominic (LegCo internal reference no.: 34)

Reply:

(1) to (6)

The Education Bureau (EDB) has been providing students with opportunities for Mainland exchanges and study tours in line with our country's latest development and the school curriculum, enabling students to gain first-hand experience of the development of our country in different aspects from multiple perspectives and consolidate and deepen what they have learnt in class, with a view to enhancing their understanding of our country and strengthening their sense of national identity. EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. Mainland exchange programmes for students include the Mainland Exchange Programme for Secondary School Students, the Mainland Exchange Programme for Junior Secondary and Upper Primary Students, the Junior Secondary and Upper Primary School Students Exchange Programme Subsidy Scheme - "Understanding Our Motherland", and the Senior Secondary School Students Exchange Programme Subvention Scheme. Schools may decide on whether and when to participate in Mainland exchange programmes for students having regard to their school-based circumstances and students' learning needs. The numbers of students joining Mainland exchange programmes and the expenditures involved in the 2023/24 and 2024/25 school years are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2023/24 ⁺	68 200	78.0
2024/25 ⁺⁺	81 000	114.9

[@] 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, 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 local senior secondary curriculum are fully subsidised once to participate in CS Mainland study tours organised by EDB. Schools have to arrange for all senior secondary students to join these study tours. The numbers of CS Mainland study tours and participating senior secondary students and the expenditures involved in the 2023/24 and 2024/25 school years are set out as follows –

School year	No. of study tours	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2023/24 ⁺	525 [#]	49 900	70.8
2024/25 ⁺⁺	484	50 400	86.2

[@] 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

[#] Since some schools arranged CS Mainland study tours for students at more than one class level, the number of study tours was different from the total number of schools

EDB launched the "Greater Bay Area Career Exploration Tours" Programme (the Programme) in the 2023/24 school year, under which public sector and Direct Subsidy Scheme secondary schools offering local curriculum can arrange study activities to the

workplaces in the Greater Bay Area for their senior secondary students. In the 2023/24 school year, 16 study tours organised by EDB and 2 school-based study tours organised by schools were completed. The numbers of senior secondary students joining the Programme and the expenditures involved in the 2023/24 and 2024/25 school years are set out as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)
2023/24 [@]	500	3.1
2024/25 ⁺⁺	13 500	24.1

[@] Schools approved to join the Programme for the 2023/24 school year may arrange study activities/use the grant within the 2024/25 school year (i.e. before 31 August 2025)

⁺ Actual figures revised from last year's estimates

⁺⁺ Provisional figures

EDB has been providing teachers with training opportunities in the Mainland, including Mainland study tours for newly-joined teachers, promoted teachers and in-service teachers. Newly-joined and promoted teachers are required to participate in Mainland study tours in order to meet their training requirements. While Mainland study tours for newly-joined teachers focus on broadening participants' horizons and experience of the latest development of our country, thereby enhancing their sense of belonging to the country, Mainland study tours for promoted teachers put an emphasis on facilitating the participants' reflection on leadership strategies through exchanges with leaders of Mainland schools, with a view to enhancing their leadership. As for Mainland study tours for in-service teachers, the aim is to offer more Mainland study opportunities for teachers on different themes, such as national energy development, cultural preservation and Chinese culture, and through visits to different organisations as well as historical and cultural sites, encourage them to design lesson plans or activities for implementation in schools incorporating the learning outcomes of the study tours. The numbers of the above Mainland study tours and participating teachers and the expenditures involved in the 2023/24 and 2024/25 school years are as follows –

School year	No. of study tours	No. of teachers*	Expenditure (\$ million)[@]
2023/24 ⁺	45	4 930	27.3
2024/25 ⁺⁺	41	4 640	29.7

* Rounded down to the nearest ten

[@] Manpower resources required 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

EDB128

(Question Serial No. 0899)

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:

Regarding the work on encouraging students to learn foreign languages, please advise this Committee of the following –

- (1) What are the respective numbers of secondary schools offering French, German, Japanese, Korean, Spanish and Urdu as senior secondary subjects, and what are their respective percentages of the total number of secondary schools in each of the past 3 school years?
- (2) What are the respective expenditures on the Diversity Learning Grant – Other Languages (DLG-OL) for schools offering French, German, Japanese, Korean, Spanish and Urdu as other languages (OL) subjects in each of the past 3 school years?
- (3) What are the respective numbers of students entering for French, German, Japanese, Korean, Spanish and Urdu in the Hong Kong Diploma of Secondary Education (HKDSE) Examination every school year, and what are their percentages of the total number of candidates in each of the past 3 school years?
- (4) Are there any measures in place to encourage secondary schools to offer OL subjects for senior secondary students? Will the Government consider including Arabic and Russian in OL subjects for senior secondary students? If yes, what are the details? If no, what are the reasons?
- (5) What is the number of applications received from schools for the “Pilot Scheme on Other Languages for Junior Secondary Students” thus far, and what is the estimated expenditure on the first round of applications?
- (6) Are there any other measures to encourage secondary students to learn foreign languages besides the aforementioned?

Asked by: Hon LEE Tsz-king, Dominic (LegCo internal reference no.: 35)

Reply:

(1) to (6)

The Government endeavours to nurture a new generation of global-minded and multilingual professionals to fully harness Hong Kong's distinctive advantages of having strong support from our Motherland and close connections to the world. Since the 2009/10 school year, the Education Bureau (EDB) has provided the DLG-OL to schools upon application, encouraging them to offer courses of designated OL as senior secondary (SS) elective subjects for Secondary 4 to Secondary 6 students studying the local curriculum. The designated OL must be one of the Category C subjects in the HKDSE Examination, including French, German, Japanese, Korean, Spanish and Urdu. Schools can use the DLG-OL flexibly to offer various OL courses based on students' abilities and interests.

According to EDB's information on the DLG-OL, the numbers of secondary schools offering OL (i.e. French, German, Japanese, Korean, Spanish and Urdu) courses and the relevant expenditures in the past 3 school years are as follows –

OL subject at SS level	DLG-OL					
	No. and percentage of secondary schools offering OL courses			Expenditure (\$'000)		
	2021/22 school year	2022/23 school year	2023/24 school year	2021/22 school year	2022/23 school year	2023/24 school year
French	31 (6.09%)	33 (6.50%)	31 (6.10%)	730	810	700
German	2 (0.39%)	1 (0.20%)	2 (0.39%)	40	10	60
Japanese	130 (25.54%)	134 (26.38%)	131 (25.79%)	8,190	8,830	7,970
Korean[@]	Not applicable	27 (5.31%)	33 (6.50%)	Not applicable	530	650
Spanish	17 (3.34%)	28 (5.51%)	26 (5.12%)	360	510	440
Urdu	5 (0.98%)	5 (0.98%)	5 (0.98%)	590	420	500

@ Korean has been added as an OL subject from Secondary 4 since the 2022/23 school year.

The numbers of candidates entering for HKDSE Examination Category C OL subjects and their respective percentages of the total number of candidates in the past 3 school years are as follows –

OL subject at SS level	No. of candidates entering for HKDSE Examination * (Percentage of the total no. of candidates)		
	2022 HKDSE Examination	2023 HKDSE Examination	2024 HKDSE Examination
French	39 (0.08%)	35 (0.07%)	36 (0.07%)
German	8 (0.02%)	4 (0.01%)	5 (0.01%)

OL subject at SS level	No. of candidates entering for HKDSE Examination * (Percentage of the total no. of candidates)		
	2022 HKDSE Examination	2023 HKDSE Examination	2024 HKDSE Examination
Japanese	404 (0.81%)	478 (0.95%)	719 (1.42%)
Korean[#]	Not applicable	Not applicable	Not applicable
Spanish	18 (0.04%)	21 (0.04%)	32 (0.06%)
Urdu	41 (0.08%)	35 (0.07%)	83 (0.16%)

Korean has been introduced as a HKDSE Examination Category C subject from 2025.

* Source: HKDSE Examination Report, Hong Kong Examinations and Assessment Authority.

The implementation of OL subjects has been renewed and optimised. Starting from 2025, the Hong Kong Examinations and Assessment Authority no longer uses the Cambridge Assessment International Education Advanced Subsidiary Level question papers, but instead uses the designated language examinations administered by official cultural/examination organisations. If students obtain the specified level or above in the designated language examinations, their results attained will be reported in their HKDSE certificates. This is intended to encourage more students to take the designated OL courses. EDB will continue to review the implementation of SS curriculum and adjust OL options as necessary and feasible.

In addition, in January 2025, EDB launched the “Pilot Scheme on Other Languages for Junior Secondary Students” (the Pilot Scheme) supported by the Quality Education Fund. Schools are invited to apply for additional resources to provide opportunities for junior secondary (JS) students to learn OL, so as to encourage more students to take OL courses, thereby facilitating a stronger articulation in students’ learning of OL between the JS and SS levels, enriching their learning experiences, and heightening their global competitiveness. Apart from the 6 designated OL offered as elective subjects at the SS level, schools may also apply to offer Arabic and Russian courses for JS students if there is a need and conditions permit. As the first round of the Pilot Scheme is still open for applications and EDB is currently receiving applications from schools, information on the number of applications and the expenditure is not yet available.

- End -

CONTROLLING OFFICER'S REPLY

EDB129

(Question Serial No. 0670)

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:

The 2024 Policy Address Supplement mentioned a host of specific initiatives to promote patriotic education. Please set out the respective details, progress and estimated expenditures of the following programmes on nurturing patriotism among students and the youth –

- (1) Incorporating more visiting spots and learning elements with “red resources” into the routes of the Mainland exchange programmes and study tours for students, with the aim of deepening their understanding of the arduous struggles of our revolutionary predecessors and fostering their patriotic spirit;
- (2) Providing a one-off grant for kindergartens participating in the Kindergarten Education Scheme to strengthen the support for kindergartens to promote national education through home-school co-operation, so as to deepen parents’ understanding of the Chinese culture and national development, thereby assisting them to nurture their children with a sense of belonging, pride and affection for our country;
- (3) Organising a series of joint school and cross-sector collaborative activities under the “Love Our Home, Treasure Our Country 3.0” in the 2024/25 school year to promote national education;
- (4) Collaborating with Mainland and local tertiary institutions to provide professional training for junior secondary Chinese History teachers and developing learning communities for senior secondary school teachers in the 2024/25 school year, with a view to enhancing the professional capacity of teachers;
- (5) Launching a trial teaching scheme to demonstrate lesson practices for teaching national geography and developing a resource portal to strengthen the learning and teaching of national geography.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 1)

Reply:

(1)

Mainland exchange programmes and study tours for students form an important part of patriotic education, facilitating students in enhancing their understanding of the history, culture, technology and development of our country through first-hand experience and strengthening their sense of national identity. The Education Bureau (EDB) provides 100 000 exchange quotas annually, which are sufficient for all students in publicly funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages.

In addition, in the 2022/23 school year, EDB launched Mainland study tours to tie in with the curriculum of the senior secondary Citizenship and Social Development (CS) subject. All students taking the senior secondary CS subject are fully subsidised once to participate in Mainland study tours organised by EDB.

The “red resources” are part of patriotic education. CS Mainland study tours and Mainland exchange programmes for students organised by EDB have adopted “red resources” to foster students’ sense of national identity. Starting from the 2024/25 school year, EDB will incorporate more relevant visiting spots, including historical sites, museums, thematic memorial halls and learning activities, into the itineraries, with a view to deepening students’ understanding of the arduous struggles of revolutionary predecessors and fostering their patriotic spirit.

For the 2025/26 school year, the estimated expenditures of Mainland exchange programmes for students and CS Mainland study tours are \$113 million and \$116 million respectively. The manpower resources required for the relevant activities are subsumed under the recurrent expenditure of EDB.

(2)

The Chief Executive announced in the 2024 Policy Address a host of initiatives for promoting patriotic education, including strengthening the support for kindergartens (KGs) to promote national education through home-school co-operation. In this connection, EDB provided KGs joining the Kindergarten Education Scheme with a one-off Grant for Promotion of National Education through Home-school Co-operation in February 2025, so as to facilitate the joint efforts by schools and parents to enhance children’s sense of national identity. About 720 KGs were disbursed with the grant and the total expenditure involved is about \$56 million. KGs may use the grant to organise school-based parent education or parent-child activities relating to national education, such as seminars and workshops for parents, parent-child local culture experiential days, and Chinese Culture Week, with a view to deepening parents’ understanding of Chinese culture and national development, thereby helping them nurture in their children a sense of belonging, pride and affection for our country. EDB has also provided KGs with the Reference Guide on Promoting National Education in Kindergartens through Home-school Co-operation to assist KGs in designing school-based parent education or parent-child activities relating to national education to support parents in teaching their children about Chinese culture, traditional virtues, national history and development, etc., and enhance children’s sense of national identity. EDB will keep monitoring and supporting the implementation of the related initiatives by KGs through school visits, scrutiny of documents submitted by KGs and daily communication with KGs.

(3)

EDB continues to lead government schools and expand the scale to work with more school sponsoring bodies and school councils in the planning and implementation of a total of 28 inter-school national education activities under the theme of “Love Our Home, Treasure Our Country 3.0” in the 2024/25 school year in celebration or commemoration of key national events (e.g. the National Day and the National Security Education Day), with a view to fostering patriotism among students and synergising efforts of the school sector for the promotion of national education. The expected number of participants will reach 25 000. As the expenditures on the work involved in the relevant activities are subsumed under EDB’s estimated recurrent expenditure, a breakdown is not available.

(4)

EDB supports Chinese History teachers in enhancing their professional capacity. In terms of support for junior secondary Chinese History teachers, EDB will provide professional training places within 3 years starting from the 2024/25 school year for 1 000 junior secondary Chinese History teachers who are not major in History. The training programme, organised by EDB in collaboration with Mainland and local tertiary institutions, offers these teachers with a total of 30 hours of professional training courses, including thematic talks, local and Mainland study tours, application of digital humanities. Commencing in May and June this year, the training programme will enable teachers to gain a comprehensive and in-depth understanding of the junior secondary Chinese History curriculum and learning and teaching strategies. As for senior secondary Chinese History teachers, EDB collaborates with professional organisations to organise diverse learning circle activities, providing at least 1 000 training places within 2 years. These activities, including e-learning, sharing of teaching experience, study visits, have been gradually rolled out since March 2025. As the expenditures involved in the above training are subsumed under the recurrent expenditure, a breakdown is not available.

(5)

To enhance national geography education, EDB has embarked on a trial teaching scheme and is compiling relevant examples for schools’ reference and use. The development of the national geography resource portal is also in progress. Phase 1 of the trial teaching scheme to demonstrate lesson practices for teaching national geography has been completed and 8 sets of examples have been developed. As for the national geography resource portal, 6 sets of portfolios and 3 sets of infographics are available for schools’ reference and use. All relevant learning and teaching resources will be completed in the 2025/26 school year. As the expenditures involved in the above work are subsumed under the recurrent expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB130

(Question Serial No. 0676)

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 in the Budget that the Government will support capacity expansion and quality enhancement of self-financing institutions. The Education Bureau also announced that the quota for admission of Mainland students by the 6 self-financing institutions would be relaxed and relevant institutions would be allowed to admit students from all provinces (regions/municipalities) of the country, with a view to further supporting the healthy and sustainable development of the self-financing post-secondary education sector.

- (1) Has the Government assessed the need to allocate additional resources to help the 6 self-financing institutions enhance their on-campus facilities, hostels and ancillary services?
- (2) With the increasing number of non-local students, how does the Government ensure that the quality of teaching is maintained and that the learning opportunities and resources for local students are not compromised?
- (3) Has the Government assessed the impact of relaxing the quota for non-local students on self-financing institutions and the overall education industry? How are the economic and social benefits of this policy measured?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 7)

Reply:

The Education Bureau (EDB) has obtained agreement from the Ministry of Education to progressively relax the quota for admission of Mainland students by the 6 self-financing institutions with approval to admit Mainland students to degree programmes, and to allow relevant institutions to admit students from all provinces (regions/municipalities) of the country. The 6 institutions concerned are Hong Kong Metropolitan University, Hong Kong Shue Yan University, The Hong Kong Baptist University, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, and the Technological and Higher Education Institute of Hong Kong under the Vocational Training Council. With effect from the 2025/26 academic year, the quota for Mainland, Macao and Taiwan students of full-time locally-accredited self-financing local sub-degree and undergraduate (including top-up degree) programmes of the 6

institutions will be increased in phases to 40%, in accordance with an orderly and progressive approach having regard to the utilisation of the prevailing quotas by relevant institutions. In addition, there is no quota restriction on the admission of overseas students by self-financing institutions.

Self-financing institutions operate on a self-financing basis. The Government will continue to support the expansion and quality enhancement of the self-financing sector through numerous support measures. For example, in December 2024, EDB launched a new round of the Land Grant Scheme and the Start-up Loan Scheme to support self-financing institutions in developing and enhancing their campuses (including student hostels). In addition, EDB and the Development Bureau will make joint efforts to streamline the processing of application in relation to planning, lands and building plans, so as to encourage the market to increase the supply of student hostels by converting hotels and other commercial buildings on a self-financing and privately-funded basis. EDB will also continue to partner with the institutions to promote the “Study in Hong Kong” brand, with a view to attracting more students from around the world to study in Hong Kong.

In terms of quality assurance, EDB will continue to rely on a sound, robust, and transparent mechanism to ensure the provision of quality post-secondary education by institutions. Post-secondary programmes offered by the self-financing institutions are generally subject to the external quality assurance and accreditation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications. This ensures that the governance structure, academic standards and quality, teacher quality, quality assurance mechanisms, and financial condition of institutions, etc. meet the required standards. In the light of the relaxation arrangements above, EDB will require relevant institutions to submit reports on matters and statistics pertinent to, among others, their admission arrangements and student support services to determine the quota applicable to each institution, thereby ensuring that the quality of teaching is maintained and that the learning opportunities and resources for local students are not compromised. In addition, EDB introduced the Post Secondary Colleges (Amendment) Bill 2025 into the Legislative Council on 19 March to amend the Post Secondary Colleges Ordinance (Cap. 320) and improve the regulatory and quality assurance mechanisms of self-financing institutions.

The relaxation of the admission quota for non-local students can help harness the advantages of Hong Kong’s self-financing sector in terms of its flexibility and diversity, enable the expansion and quality enhancement of the post-secondary education sector and facilitate the development of our city into an international hub for post-secondary education, which will benefit Hong Kong and our country in various aspects including –

- Talent pool: Attracting talented students and teaching staff from around the globe to stay and work in Hong Kong, so as to enhance the quality of our workforce, enrich our talent pool and support economic development;
- Economic growth: Attracting more high-end individuals to Hong Kong will promote the development of lifestyle services, cultural industries and innovation and technology industries, etc., which will help create high value-added jobs and achieve synergy to promote overall economic growth and enhance overall economic vitality;
- Cultural exchange and soft power: Promoting a more diversified campus culture to enable local students to benefit from an internationalised learning environment and broaden their horizons during their studies, foster a multi-cultural blend and nurture

students with international perspectives as well as an affection for and a sense of belonging to the country, thereby facilitating Hong Kong's development into an East-meets-West centre for international cultural exchange. International students can experience the unique advantages of "one country, two systems" during their stay in Hong Kong, feel the charm of our city where the cultures of East and West meet, and thus join our efforts in telling the good stories of China to the world;

- Institutional development: Additional income generated from the institutions' expansion and quality enhancement will provide them with more resources for talent nurturing and research, which will enhance their competitiveness and increase the strength of Hong Kong and our country in post-secondary education; and
- International competitiveness: Introducing teaching and research concepts through co-operation with Mainland and international institutions will enhance Hong Kong's degree of internationalisation and competitiveness, and strengthen the vitality of our society.

Hong Kong will continue to strive to develop into an international hub for post-secondary education and high-calibre talents, contributing to high-quality development at the local and national levels.

- End -

CONTROLLING OFFICER'S REPLY

EDB131

(Question Serial No. 0694)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

To enhance students' understanding of national affairs, the Government plans to promote Constitution and Basic Law education, national history learning and Chinese cultural immersion, etc. through various measures. In this connection, will the Government advise this Committee of the following –

- (1) What are the specific details of the implementation of measures for enhancing national affairs education in 2025-26 (such as training for Constitution and Basic Law Student Ambassadors, national history curriculum, Chinese culture immersion activities and the Values Education Curriculum, etc.), the estimated expenditure of relevant measures and the allocation of resources?
- (2) What are the implementation strategies of the aforesaid measures? For instance, how will the Government collaborate with schools, teachers and parents to ensure the effective implementation of measures? What are the expected targets of these measures? How can the achievement of such targets be assessed?
- (3) Has the Government conducted any ongoing assessment of students' understanding of the Constitution and the Basic Law? If yes, please provide in detail the methods of evaluation (such as questionnaire surveys, exams or thematic reports, etc.) and the results. If no, what are the reasons? How can the Government ensure that the expected educational outcomes are achieved?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 25)

Reply:

(1) to (3)

The Education Bureau (EDB) attaches great importance to national education in primary and secondary schools, and has all along been adopting diversified strategies to enhance students' learning about Chinese culture, our country's history, national affairs, national geography and national security. The progress and outcomes in promoting national education in recent years are widely recognised. In 2025-26, we will continue to support schools in providing students with diversified, appropriate and meaningful learning experiences and nurturing

students into talents with an affection 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 with elements of Chinese culture, our country’s history and national geography. In addition to the implementation of Primary Humanities at Primary 1 and 4 starting from the 2025/26 school year, sustained support will be provided to recently introduced subjects, including the junior secondary Citizenship, Economics and Society curriculum which has been implemented at Secondary 1 in all secondary schools in Hong Kong since September 2024, as well as the senior secondary CS subject with its inaugural Hong Kong Diploma of Secondary Education Examination smoothly conducted in April 2024. Furthermore, Working Groups on Optimising the Senior Secondary Chinese History and History Curriculum have been established and will commence the review of the curricula in the 2025/26 school year.

With Chinese culture as the backbone, the *Values Education Curriculum Framework (Pilot Version)* (the Curriculum Framework) is the guiding document for schools to implement values education. It includes learning expectations for students in respect of the learning of the Constitution and the Basic Law, Chinese culture, national development and so on. EDB continuously collects views from stakeholders on values education and is compiling the final draft of the Curriculum Framework.

As can be seen from the above, national affairs education is already embedded in the school curriculum with ongoing enhancements. We will continue to review the curriculum and take forward its optimisation in accordance with the existing mechanism as necessary.

Professional training for teachers

Regarding training for teachers, starting from the 2020/21 school year, EDB has incorporated contents about the Constitution, the Basic Law and national security education in the core training programmes for newly-joined teachers and teachers aspiring for promotion, and provided relevant training to in-service teachers and principals with a view to facilitating their correct understanding of the constitutional status of the HKSAR as well as the contents and spirit of the laws concerned. EDB has also collaborated with Mainland education authorities and institutions to organise Mainland study tours for newly-joined teachers, promoted teachers and in-service teachers as well as leadership training for primary and secondary school principals. 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. In the 2024/25 school year, a total of some 41 Mainland study tours for newly-joined teachers, promoted teachers and in-service teachers as well as leadership training for primary and secondary school principals have been organised.

Furthermore, EDB will continue to arrange different modes of training activities on values education, Chinese culture, arts, national history, national geography, national security and Mainland study tours among others which tie in with the curriculum for in-service teachers in 2025-26.

Learning and teaching resources

EDB will continue to enrich learning and teaching (L&T) resources in relation to Chinese culture, the Constitution, the Basic Law and national security in 2025-26, such as 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 "Life Event" Exemplars and animation resources in relation to the learning of traditional Chinese culture, among others. EDB will also continue to produce "Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources" for primary and secondary schools.

EDB will continue to provide teachers and students with resources in line with subjects in 2025-26, including the "Little Seedling Tells You" Series under Primary Humanities, the Multimedia Resource Kit on "General History of China", L&T resources on the Belt and Road Initiative under the senior secondary CS subject, as well as L&T resources on music appreciation of "All Red the River" under the subject of Music. As for national geography, EDB has produced 11 audiobooks under the "Learning and Teaching Series on Geography of China" and developed the Geography Online Game Platform "Understanding Our Motherland". EDB will continue its effort in developing and optimising teaching resources in 2025-26, which include launching a trial teaching scheme to demonstrate lesson practices for teaching national geography and developing a national geography resource portal.

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 provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. 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. Since the 2022/23 school year, the number of participating senior secondary students has accumulated to over 100 000. It is expected that around 50 000 senior secondary students will join CS Mainland study tours in the 2025/26 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 2025-26, EDB will further explore a wider range of suitable visiting spots and step up its efforts in supporting students to gain an understanding of our country's history and culture, latest development and achievements, so as to strengthen their sense of national identity. In the 2025/26 school year, the estimated expenditures on Mainland exchange programmes for students and CS Mainland study tours are \$113 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 life-wide training activities, such as film appreciation sessions on themes about our country and thematic seminars. In the 2024/25 school year, over 9 000 students from more than 450 schools are participating in the Scheme. EDB has also organised leadership training workshops to help student ambassadors perform their leadership roles more effectively in assisting teachers to promote a diverse range of national education activities in schools. In the 2024/25 school year (as at end-February 2025), over 56 000 students have participated in various training activities. EDB will continue to enhance the aforesaid training activities in the 2025/26 school year.

EDB will also continue to organise activities on Chinese history and culture for primary and secondary schools, including Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture, 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 Chinese Culture”, the “Relishing Creativeness in the Hong Kong Palace Museum” Music Composition Competition, the “Little Voices, Big Praises: Ode to Our Motherland” Chinese Lyrics Writing Competition and Singing Competition, and the “commemorative concert for the 80th Anniversary of Victory in the War of Resistance”, among others. Moreover, the Chinese History subject will provide students with more opportunities to understand the historical development of our country and the Chinese Communist Party. Meanwhile, through collaboration with museums, EDB will promote heritage education to enable students to appreciate the profound truth and wisdom of Chinese culture.

EDB continues to lead government schools and expand the scale to work with more school sponsoring bodies and school councils to plan and implement a total of 28 inter-school national education activities under the theme of “Love Our Home, Treasure Our Country 3.0” in the 2024/25 school year, to celebrate or commemorate key national events (e.g. the National Day and the National Security Education Day), with a view to fostering patriotism among students and synergy of the school sector for national education. The expected number of participants will reach 25 000.

In 2025-26, schools can continue to make use of the Grant for Promotion of Chinese Culture Immersion Activities to organise a variety of activities and programmes related to Chinese culture.

Assessment

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 has conducted 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.

As the expenditure on the work involved in national affairs education is subsumed under EDB’s estimated recurrent expenditure, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB132

(Question Serial No. 0695)

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:

Adopting a multi-pronged approach to nurture talents is the talent development goal of the HKSAR Government. This calls for the relevant authorities in Hong Kong and the Mainland to expedite the mutual recognition of individual professional qualifications and sub-degree level qualifications. In this connection, please advise this Committee of the following –

- (1) What are the specific plans for 2025-26 to explore the feasibility of mutual recognition of sub-degree level qualifications with relevant Mainland authorities? For example, will the Government set up taskforces, initiate studies or engage in discussions with Mainland educational institutions?
- (2) What are the plans to increase the number of schools available for sub-degree graduates to pursue further studies in the Mainland? Will the Government sign co-operation agreements with more Mainland higher education institutions or launch targeted schemes to support students' articulation? What are the expected targets and resources allocation for these plans?
- (3) Will the Government provide additional support measures, such as language training, cultural exchange activities or advisory services concerning further studies, to help sub-degree graduates adapt to the learning environment in the Mainland? What are the estimated expenditures and implementation details of these measures?

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 26)

Reply:

(1) to (3)

The HKSAR Government has been proactively responding to and 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, broaden young people's articulation pathways, and align with the national policy of

promoting the high-quality development of modern vocational education. We will continue to proactively follow up this matter with the relevant Mainland authorities. To more sharply differentiate the vocational and professional education and training (VPET) and academic pathways, the Education Bureau (EDB) completed the Review of Sub-degree Education and promulgated the updated programme guidelines which enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree programmes. EDB will continue to review the effectiveness in a timely manner to provide flexible and diversified articulation pathways for young people.

EDB encourages institutions to strengthen collaboration and exchanges with Mainland institutions. For instance, apart from offering joint programmes with Mainland institutions, the Vocational Training Council has also launched short-term learning programmes under the five-year “GBA Explorer Trip” project starting from the 2023-24 financial year. The exchange activities under the project cover, inter alia, seminars on the development in the Mainland and visits to enterprises, with a view to enhancing students’ understanding of the Greater Bay Area as well as the study and employment opportunities therein.

- End -

CONTROLLING OFFICER'S REPLY

EDB133

(Question Serial No. 2102)

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 addition to tuition fees, private schools currently collect numerous other charges termed as debentures, capital levies, nomination right fees, donations of consideration, etc. These charges, ranging from thousands to millions of dollars, may be refundable or non-refundable. In this connection, please advise this Committee of –

- (1) the number of applications received by the Education Bureau (EDB) from private schools for collection of non-refundable charges in addition to tuition fees in each of the past 3 years and the number of rejected cases among them;
- (2) the number of applications received by EDB from private schools for collection of refundable charges in addition to tuition fees in each of the past 3 years and the number of rejected cases among them;
- (3) the number of applications received by EDB from private schools for increase in school fees in each of the past 3 years and the number of rejected cases among them;
- (4) the number of complaints or requests for assistance received by EDB regarding the collection of other charges in addition to inclusive fees by private schools in each of the past 3 years, the follow-up actions taken upon receipt of such cases and the penalties imposed;
- (5) the number of complaints or requests for assistance received by EDB regarding private schools' failure to fulfil the commitment of refunding refundable charges as scheduled in each of the past 3 years, the follow-up actions taken upon receipt of such cases and the penalties imposed;
- (6) whether the Government exercised the powers conferred by the Education Ordinance to check the relevant accounts of the schools and gain an understanding of their financial situations and whether recommendations for improvement were made in the past 3 years; if yes, of the details; if no, of the reasons.

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 35)

Reply:

(1) and (2)

All along, private schools operate on a self-financed basis and shall secure sufficient funds on their own. Individual private schools collect other charges (such as debentures, capital levies, and nomination right fees) to raise funds for long-term school development. The numbers of applications received by the Education Bureau (EDB) from private schools for collection of other charges from the 2021/2022 to 2023/24 school years are tabulated below –

School year	Type of charges	No. of applications for collection of other charges	No. of applications rejected
2021/22	Refundable charges	0	0
	Non-refundable charges	5	0
2022/23	Refundable charges	0	0
	Non-refundable charges	8	0
2023/24	Refundable charges	4	0
	Non-refundable charges	19	0

Notes:

- (1) Figures include international schools, private independent schools, other private schools, as well as kindergartens and kindergarten-cum-child care centres not joining the Kindergarten Education Scheme.
- (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) In the 2023/24 school year, EDB received a total of 23 applications from private schools for collection of other charges, including 16 applications submitted due to the expiry of validity period of approvals.

(3)

The numbers of applications received by EDB from private schools for fee revision from the 2021/22 to 2023/24 school years are tabulated below –

School year	No. of applications for fee revision	No. of applications rejected
2021/22	179	4
2022/23	273	5
2023/24	287	9

Notes:

- (1) Figures include international schools, private independent schools, other private schools, as well as kindergartens and kindergarten-cum-child care centres not joining the Kindergarten Education Scheme. If an application for fee revision involves kindergarten, primary, and secondary sections, each section will be counted as an individual application.
- (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.

(4) and (5)

Generally, upon receipt of a complaint or request for assistance, EDB will seek to understand the situation from the school, maintain close communication with relevant stakeholders, and provide information and necessary support to ensure the school's normal operation. If the case involves administrative arrangements for fee collection or communication issue with stakeholders, EDB will urge the school to properly follow up and communicate thoroughly with the stakeholders. Should private schools fail to comply with the relevant contract terms and conditions for collection of other charges (such as debentures, capital levies, and nomination right fees), stakeholders should pursue legal action to recover these charges. If illegal activities are suspected, stakeholders should report them to the relevant law enforcement agencies. EDB will continue to monitor school operations to ensure their compliance with the Education Ordinance and Education Regulations, thereby safeguarding the well-being of students. The respective numbers of complaints or requests for assistance received by EDB from the 2021/22 to 2023/24 school years, regarding private schools' collection of other charges and their failure to fulfil commitments to refund refundable charges as scheduled, are tabulated below –

School year	No. of cases related to collection of other charges	No. of cases related to failure to fulfil commitments to refund refundable charges as scheduled
2021/22	4	0
2022/23	0	0
2023/24	0	3

Notes:

- (1) Figures include international schools, private independent schools, other private schools, as well as kindergartens and kindergarten-cum-child care centres not joining the Kindergarten Education Scheme.
- (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.

(6)

Based on circumstances of individual private schools (such as the lease terms of their school sites), EDB will require the relevant schools to submit their annual audited accounts for review. If a private school fails to comply with any of EDB's requirements, EDB will request the school in writing to take follow-up actions to ensure compliance with the relevant regulations and requirements. The numbers of private schools that submitted their annual audited accounts to EDB in the 2021/22, 2022/23 and 2023/24 school years are 47, 46 and 46 respectively.

- End -

CONTROLLING OFFICER'S REPLY

EDB134

(Question Serial No. 2116)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Matters Requiring Special Attention in 2025-26 that the Education Bureau (EDB) will “abolish the provision of the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year”. In this connection, please advise this Committee of the following –

- (1) What were the expenditures on the relevant grant in the past 3 years?
- (2) What are the estimated savings in expenditure based on the projection of students for the coming school year, considering the continued decline in the number of school-age students?
- (3) Whether EDB will consider implementing more targeted financial assistance schemes for families with limited means; if yes, of the details; if no, of the reasons.

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 126)

Reply:

(1)

The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. The total amounts of grant disbursed from the 2021/22 to 2023/24 school years are \$2.09 billion, \$2.01 billion and \$2 billion respectively.

(2) and (3)

The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. The estimated annual saving is about \$2 billion. Students from families with financial difficulties will continue to

receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB135

(Question Serial No. 1406)

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 (EDB) indicated that the student grant of \$2,500 for secondary day-school, primary school and kindergarten students will be abolished from the 2025/26 school year. In this connection, will the Government advise this Committee of –

- (1) the respective amounts of grant disbursed and numbers of student beneficiaries by secondary school, primary school and kindergarten in each of the past 5 school years;
- (2) the numbers of student beneficiaries who concurrently applied for Student Financial Assistance Schemes (including the “School Textbook Assistance Scheme”, the “Student Travel Subsidy Scheme”, and the “Subsidy Scheme for Internet Access Charges”) and the amounts involved;
- (3) the expected savings in total expenditures each year after abolishing the student grant; whether EDB will implement other support measures to alleviate the burden on parents.

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 2)

Reply:

- (1) The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. We have not compiled statistics by school level. 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	798 400	2.00

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

- (2) The numbers of student beneficiaries and the total amounts disbursed under the financial assistance schemes (including the “School Textbook Assistance Scheme” (STAS), the “Student Travel Subsidy Scheme” (STSS), the “Subsidy Scheme for Internet Access Charges” (SIA), the “Kindergarten and Child Care Centre Fee Remission Scheme” (KCFRS) and the “Grant for School-related Expenses for Kindergarten” (Grant-KG)) for pre-primary, primary and secondary students with financial needs in the 2023/24 school year are tabulated as follows –

Primary and secondary levels

	STAS	STSS	SIA*
No. of student beneficiaries	184 258	135 676	130 090
Total amount of grant/subsidy disbursed (\$ million)	834.6	374.5	175.3

* Application is household-based.

Pre-primary level

	KCFRS	Grant-KG
No. of student beneficiaries	21 522 [^]	29 290
Total amount of grant/subsidy disbursed (\$ million)	284.6	101.2

[^] The figure does not include students who passed the means test but needed not pay school fees under the kindergarten education scheme. Relevant number of students was 8 986 in the 2023/24 school year.

The Government does not keep information on the number of students concurrently benefitted from both the student grant and student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency (WFSFAA).

- (3) The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. To align with the current-term Government’s strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. The estimated annual saving is about \$2 billion. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by WFSFAA, such as STAS, STSS, and SIA, as well as the School-based After-school Learning and Support Programmes, the Student

Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB136

(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:

The Government will reserve at least 80 hectares of land in the Northern Metropolis for developing the Northern Metropolis University Town. Please advise this Committee of the following –

Has the Government prepared a detail cost estimate for infrastructure (e.g. construction of school premises, transport facilities, public facilities)?

What are the estimated annual operating costs for the University Town? What are the ways to ensure its financial sustainability?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 34)

Reply:

After consulting the Development Bureau (DEVB), we provide a consolidated reply as follows –

The Government has reserved a total of about 90 hectares of land in the Hung Shui Kiu/Ha Tsuen New Development Area (HSK), Ngau Tam Mei New Development Area (NTM) and New Territories North New Town (NTN New Town) in the Northern Metropolis (NM) for developing the Northern Metropolis University Town (NMUT).

The land at HSK is within the boundary of HSK stage 2 development. Funding for the relevant site formation and engineering infrastructure works was approved by the Finance Committee of the Legislative Council (LegCo) in May 2024, and the works have commenced progressively. Funding for the relevant planning and engineering study, as well as for the detailed design and site investigation, was approved by LegCo as early as 2011 and 2020, respectively.

Regarding NTM, funding for the relevant land use review study was approved by LegCo in 2021 and 2023, and funding for the detailed design was reserved in 2025. As for NTN New Town, funding for the planning and engineering study was approved by LegCo in 2021. Having completed the public engagement activities for the development proposals of NTM and NTN New Town in the first quarter this year, the Government will further develop these proposals and seek funding from LegCo in due course for the detailed design and commencement of the relevant site formation and engineering infrastructure works.

Information on the expenditures or estimates for the relevant projects is tabulated below –

	Project expenditures or estimates (in money-of-the-day (MOD) prices) ^(Note)
Hung Shui Kiu/Ha Tsuen New Development Area (stage 2)	Public Works Programme (PWP) Item No. 7733CL—Review studies on Hung Shui Kiu new development area—consultants’ fees and site investigation (approved in 2011): \$66.27 million (completed, actual expenditure) [Note: This covered the entire Hung Shui Kiu/Ha Tsuen New Development Area.]
	PWP Item No. 7846CL—Hung Shui Kiu/Ha Tsuen new development area stage 2 works—detailed design and site investigation (approved in 2020): \$395.6 million
	PWP Item No. 7829CL—Hung Shui Kiu/Ha Tsuen New Development Area stage 2 works—site formation and engineering infrastructure (approved in 2024): \$20.272 billion
Ngau Tam Mei New Development Area	PWP Item No. 7F54CL—Land use review study for Ngau Tam Mei area (approved in 2021): \$49.8 million
	PWP Item No. 7F83CL—Study on green belt area in Ngau Tam Mei—Feasibility Study (approved in 2023): \$47.63 million
NTN New Town	PWP Item No. 7854CL—Remaining Phase Development of the New Territories North—planning and engineering study for NTN New Town and Man Kam To (approved in 2021): \$200.8 million

Note: As the engineering and planning studies mentioned above cover the entirety/parts of the New Development Areas, separate figures for the provisions concerning NMUT are not available. Moreover, the aforementioned provisions do not cover any further studies or proposed construction works for NMUT.

The Government is committed to developing NMUT, and will encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas institutions in a flexible and innovative manner. In addition, the Government will gradually take forward the relevant work, having regard to 4 objectives and strategies, namely (a) industry-led; (b) support Hong Kong to develop into an international post-secondary education hub; (c) align with the nation’s development strategies; and (d) industry-led, step by step. To align with the industry-driven and infrastructure-led approach of NM, post-secondary institutions will mainly take forward development in the area in a self-financing mode, adopt new approaches in programme planning, teaching and research to keep pace with the times, deepen collaboration with

industries in the area, and proactively support the future development directions and indicators of the country and Hong Kong through nurturing talents to create strong impetus for Hong Kong's development. EDB plans to publish the Northern Metropolis University Town Development Conceptual Framework in the first half of 2026, while DEVB will provide full support in terms of land and infrastructure.

- End -

CONTROLLING OFFICER'S REPLY

EDB137

(Question Serial No. 3027)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the planning in light of changes in school-age population, the Education Bureau aims to have about 95% of public sector primary schools implement small class teaching (SCT) by the 2025/26 school year, and as mentioned, some targets have been achieved a year ahead of schedule. In this connection, will the Government advise this Committee of the following –

- For the remaining schools that have not yet implemented SCT, what specific measures will be taken to ensure their timely achievement of the targets? For instance, whether additional resources or technical support will be provided?
- How will the actual effectiveness of the SCT policy in enhancing classroom teaching be evaluated? Will there be any specific indicators or follow-up mechanisms to ensure that the policy objectives align with student learning outcomes?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 22)

Reply:

At present, over 90% of public sector primary schools in Hong Kong have implemented small class teaching (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 9 schools to start implementing SCT in the 2025/26 school year and 7 additional public sector primary schools to start implementing SCT in the 2026/27 school year. It is expected that by then, over 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 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.

SCT is a teaching strategy with the objective to enhance students' learning effectiveness and optimise learning and teaching efficacy. Under the enhanced School Development and Accountability framework, schools implementing SCT, like other schools, should set out in their School Development Plan the strategies and measures in the provision of quality education, review their learning and teaching strategies annually, and report the outcome and improvement measures in their School Report. EDB will validate schools' self-evaluation through External School Review to help schools review their learning and teaching effectiveness. In addition, we gather the sector's feedback on the effectiveness of SCT from time to time, through professional development activities and channels like school visits and lesson observations. Principals and teachers generally agreed that SCT can enhance students' participation in class and provide teachers with greater flexibility in adopting different teaching strategies and catering for learner diversity, which is beneficial, on the whole, to learning and teaching.

- End -

CONTROLLING OFFICER'S REPLY

EDB138

(Question Serial No. 3028)

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:

Consolidation measures adopted by the Education Bureau (EDB) for government schools include the gradual cessation of operations of schools with under-enrolment and cross-district reprovisioning of schools. In this connection, please advise this Committee of the following –

How does the Government ensure the continuity of learning for affected students and the stability of employment for teachers during the process of merging or reprovisioning schools? For example, are there support measures in place for the transition period or arrangements for job referrals?

What are the assessment standards and support measures for merger proposals submitted by other school sponsoring bodies (SSBs)? For example, how does EDB balance the demand and supply of school places across different districts with the autonomy of SSBs?

Asked by: Hon LEUNG Mei-fun, Priscilla (LegCo internal reference no.: 23)

Reply:

In the light of the structural decline in school-age population, the future demand for school places will correspondingly decrease. The Education Bureau (EDB) will continuously review the relevant arrangements and support measures related to class structure. With the aim of “soft landing”, all schools are encouraged to plan their way forward as early as possible, taking into consideration the district and school circumstances, such as merging with schools to consolidate resources and enhance synergy, with a view to ensuring the quality of learning and teaching.

EDB, being the school sponsoring body of government schools, will lead by example by continuously reviewing its long-term development for holistic planning. This review takes into account various factors including government policies, demographic changes, the demand and supply of school places, overall development needs of government schools and the efficient use of public funds. EDB will also adopt measures in a decisive and pragmatic

manner, such as orderly ceasing the operation of schools with persistent under-enrolment, and merging schools in districts with a relatively significant surplus of school places or relocating them to districts with higher demand for school places or to New Development Areas which are expected to have a greater demand for school places in the future. When taking these measures, EDB will safeguard students' well-being and maintain communication with school staff, parents and students. For example, during the transition period of a merger, the two schools concerned will strengthen co-operation by organising various exchange activities for teachers and students to foster integration and synergy. Moreover, the schools will ensure sufficient manpower to meet students' learning needs. If necessary, school staff employed on civil service terms may be transferred to other government schools to continue their service.

Facing the structural decline in school-age population, EDB has intensified its support in recent years for other school sponsoring bodies (SSBs) to plan ahead and explore ways to consolidate their resources in an orderly manner. Merger options have been refined and made available for applications by all schools or their SSBs. Schools operating subsidised Primary One (P1) classes after the merger may be granted a one-off additional allowance in the amount of at most \$1 million, while schools that continue to operate Secondary One (S1) classes after the merger will be provided with a one-off additional allowance of \$500,000 for each merging level to cover the additional expenses incurred during the merger. If there are redundant/surplus teachers in the school that continues to operate subsidised P1 or S1 classes in the year(s) of merger, the school will be allowed to retain, for three years, the incumbent teachers on the approved teaching staff establishment related to the levels under merger of the two schools in the school year preceding the merger. This arrangement will allow time for the schools to adjust its staff strength through natural wastage and other means.

EDB will discuss school-specific merger proposals with SSBs and provide facilitation as far as practicable to ensure the smooth implementation and transition of the approved mergers. While processing applications and considering approvals for school mergers, EDB will review the modes, schedules and various details of the mergers as agreed upon by the related SSBs and Incorporated Management Committees/School Management Committees. Before submitting merger proposals to EDB, schools should inform the major stakeholders (including teachers and parents) and respond to their views and enquiries.

In respect of school reprovisioning, if a school is allocated for cross-district reprovisioning, since the reprovisioning plan takes several years to complete, students can usually finish their studies at the end of the respective key stage in the current school. However, to prevent new students from having to commute to schools in other districts, the schools concerned may propose to EDB prior to reprovisioning that they will suspend participation in the Primary One Admission or Secondary School Places Allocation starting from a specified school year until they are relocated to the new school premises. To accommodate the needs of individual parents, EDB may arrange for their children to continue their studies at other public sector schools in the same district. Regarding school staff, since reprovisioning generally does not involve a change in SSBs, relevant staff may continue their service under the original terms of appointment at the reprovisioned schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB139

(Question Serial No. 1728)

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 (Michelle LI)

Director of Bureau: Secretary for Education

Question:

The Hong Kong Institute of Information Technology (HKIIT) was established on 1 November 2023. It has taken up from the Hong Kong Institute of Vocational Education all Higher Diploma and Diploma of Foundation Studies programmes in information technology since September 2024, and the first cohort of full-time students was admitted in the 2024/25 academic year. Please advise this Committee of the following –

- (1) How much funding was allocated to HKIIT by the Vocational Training Council in the past 2 years? Please provide specific details such as salaries, the number of staff members hired and operating funds?
- (2) How many students have enrolled in the full-time programmes in total in the 2024/25 academic year? Please tabulate the numbers of (1) intake places and (2) actual intakes by programme enrolled.
- (3) How many students have enrolled in the part-time programmes in the 2024/25 academic year? Please tabulate the numbers of (1) intake places and (2) actual intakes by programme enrolled.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 11)

Reply:

(1)

To nurture more talent equipped with professional applied skills to cope with the keen manpower needs of the industries, the Vocational Training Council (VTC), with the Government's support, established the Hong Kong Institute of Information Technology (HKIIT) as its 14th member institution on 1 November 2023 which focuses on providing pre-employment and in-service training for the information and technology (IT) sector with a view to consolidating the IT capabilities as well as meeting the manpower and development needs of Hong Kong. HKIIT admitted its first cohort of full-time students in the 2024/25 academic year.

Currently, the expenditures (including operational expenses) of HKIIT are borne by VTC. Such expenditures cover the improvement of the existing academic building and the provision of new IT teaching facilities, such as upgrading of network infrastructure, installation of a high-speed optic fibre network and an advanced Wi-Fi network, and the provision of the Cybersecurity Centre, the AI & Big Data Centre, and the Digital Innovation Co-creation Centre, in order to enhance students' learning and practical experiences.

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 to address the operation and development needs of the disciplines. To support the operation of HKIIT, VTC has deployed existing staff in IT-related disciplines and employed additional staff outside the regular establishment.

(2)

The numbers of intake quotas and actual intakes of full-time programmes of HKIIT in the 2024/25 academic year are set out below –

Programme	Programme title	2024/25 academic year	
		No. of intake quotas	No. of actual intakes
Higher Diploma	Higher Diploma in AI and Mobile Applications Development	90	90
	Higher Diploma in AI and Smart Technology	60	51
	Higher Diploma in Cloud and Data Centre Administration	150	128
	Higher Diploma in Cybersecurity	180	103
	Higher Diploma in Data Science and AI	90	79
	Higher Diploma in Game Software Development	120	112
	Higher Diploma in Games and Animation	210	190
	Higher Diploma in Multimedia, VR and Interactive Technology	150	151
	Higher Diploma in Software Engineering	460	445
	Higher Diploma in Telecommunications and Networking	60	52
	Higher Diploma in Theme Park and Theatre Creative Technology	60	51
Diploma of Foundation Studies	Diploma of Foundation Studies (Digital Media Studies)	210	196
	Diploma of Foundation Studies (Information Technology)	560	463
Total		2 400	2 111

(3)

The numbers of intake quotas and actual intakes of part-time programmes of HKIIT in the 2024/25 academic year are set out below –

Programme	Programme title	2024/25 academic year	
		No. of intake quotas	No. of actual intakes
Higher Diploma	Higher Diploma in Information and Communications Technology	30	32
	Higher Diploma in Cybersecurity	30	16
	Higher Diploma in Multimedia and Entertainment Technology	30	17
Total		90	65

- End -

CONTROLLING OFFICER'S REPLY**EDB140****(Question Serial No. 1729)**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 14 member institutions of the Vocational Training Council (VTC), please advise this Committee of the following –

- (1) How much funding was provided by VTC to the 14 member institutions in each of the past 3 years? Please provide specific details such as salaries, the number of staff members hired and operating funds.
- (2) As regards the full-time programmes offered by the member institutions from 2021 to 2024, what were the numbers of (1) intake places, (2) actual intakes, (3) graduates and (4) graduates joining the respective industries?
- (3) As regards the part-time programmes offered by the member institutions from 2021 to 2024, what were the numbers of (1) intake places, (2) actual intakes, (3) graduates and (4) graduates joining the respective industries?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 12)

Reply:

(1)

In the past 3 years, the amounts of recurrent subvention allocated to the Vocational Training Council (VTC) by the Education Bureau (including only the annual block grant) are as follows. VTC does not maintain a breakdown of the funding amount by member institution.

Financial year	Financial provision (\$ million)
2022-23	2,701
2023-24	2,809
2024-25 (Revised estimate)	2,887

(2) and (3)

The numbers of intake quotas, actual intakes, graduates and employed graduates of full-time and part-time vocational and professional education and training (VPET) programmes offered by member institutes of VTC from the 2021/22 to 2024/25 academic years are set out at Annex.

**Numbers intake quotas, actual intakes, graduates and employed graduates of
VPET programmes offered by member institutes of VTC
from the 2021/22 to 2024/25 academic years**

Mode of study	Institute	Programme type	2021/22 academic year				2022/23 academic year				2023/24 academic year				2024/25 academic year			
			No. of intake quotas	No. of actual intakes	No. of graduates	No. of employed graduates^	No. of intake quotas	No. of actual intakes	No. of graduates	No. of employed graduates^	No. of intake quotas	No. of actual intakes	No. of graduates	No. of employed graduates^	No. of intake quotas	No. of actual intakes #	No. of graduates	No. of employed graduates^
Full-time	Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ Hong Kong Institute of Information Technology/ Youth College/ Hotel and Tourism Institute/ Chinese Culinary Institute/ International Culinary Institute/ Maritime Services Training Institute	Higher Diploma	8 120	8 205	6 446	2 266	7 850	7 723	5 501	1 739	7 530	8 127	5 226	As the graduate employment survey is underway, figures are not yet available	9 030	8 898	As the academic year has not yet ended, relevant figures are not available	
		Diploma of Foundation Studies	4 350	4 872	4 222	220	4 350	4 955	4 281	149	4 350	4 794	4 084		4 400	4 256		
		Diploma of Vocational Education @/ Diploma of Vocational Baccalaureate	2 950	3 425	1 668	288	2 970	3 052	1 299	227	2 940	3 124	1 403		2 940	3 389		
		Other Diplomas/ Certificates	944	596	634	273	962	904	512	240	871	645	416		800	481		
		Hotel and Tourism Institute/ Chinese Culinary Institute/ International Culinary Institute/ Maritime Services Training Institute^^																
Part-time	Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ Hong Kong Institute of Information Technology/ Youth College	Higher Diploma	1 423	1 394	1 088	Figures not maintained	1 368	1 245	1 114	Figures not maintained	1 203	1 146	1 073	Figures not maintained	1 253	1 057	As the academic year has not yet ended, figures are not available	Figures not maintained
		Diploma of Foundation Studies	115	80	95		110	92	67		100	102	70		85	89		
		Diploma of Vocational Education/ Certificate of Vocational Education	1 218	903	727		552	477	726		612	427	867		419	502		
		Other Diplomas/ Certificates	480	461	487		450	429	340		438	417	346		416	413		

Figures as at 15 October 2024.

^^ Figures of full-time short courses (i.e. less than 22 weeks) are included.

^ Only graduates who responded to the survey were counted. Graduates might choose to pursue further studies or taking up employment. Most of the employed graduates were in full-time employment, while some were in part-time employment or self-employment.

@ The number of graduates includes students who obtained the Certificate of Vocational Education by attending Diploma of Vocational Education programmes.

- End -

CONTROLLING OFFICER'S REPLY

EDB141

(Question Serial No. 1733)

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 set aside a start-up fund of \$100 million in 2024 to support the formation of the Alliance of Universities of Applied Sciences (the Alliance). As both the Alliance and the Steering Committee on the Alliance of Universities of Applied Sciences, which is responsible for approving and supervising the use of the start-up fund, have been set up, please advise this Committee of the following –

- (1) How much of the fund has been utilised so far? Please provide specific details such as salaries, the number of staff hired, operating funds and expenditures on research and development.
- (2) How many applications have been received so far? Have any projects been approved? If yes, please set out the amount of funds applied for in respect of the projects, applicants and relevant details. If no, please provide information on the Alliance's plans for the use of the fund.

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 3)

Reply:

(1) and (2)

To provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors, the Government has been promoting the establishment of universities of applied sciences (UAS), and, in February 2024, promulgated the criteria for qualifying as UAS along with the relevant mechanisms. UAS provide applied degree programmes with an applied focus blending theory and practice, and closely collaborate with professional skills sectors to 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. Subsequently, the Government announced in March and November 2024, respectively, that Hong Kong Metropolitan University (HKMU) and Saint Francis University had been confirmed as the first two UAS in Hong Kong after undergoing stringent procedures and reviews.

As mentioned in the 2024 Policy Address, the Government will continue to support the development of UAS, with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat is HKMU, which will take the lead in the development of the Alliance. The Education Bureau (EDB) has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB142

(Question Serial No. 2339)

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:

There has been a recent shortage of skilled workers in Hong Kong, leading the Labour and Welfare Bureau to plan for allowing the importation of skilled workers across various sectors over the next 3 years. Please provide the following information regarding the vocational and professional training for the relevant industries –

- (a) Will the Education Bureau (EDB) increase the provision for vocational training for industries with labour shortages, including the hotel, electrical and mechanical services, elevator, electrical work, and plumbing industries? If yes, what is the amount involved, and how does it compare to last year's provision?
- (b) Will EDB allocate funding to promote the social image of these industries to attract local young people to the workforce? If yes, what is the estimated amount of this funding?
- (c) The financial provision under Programme (7) Post-secondary, Vocational and Professional Education for 2025-26 is \$225.4 million (4.3%) higher than the revised estimate for 2024-25, mainly due to increased provision for some subsidy schemes in 2025-26. Are these subsidy schemes designated for post-secondary education or vocational and professional education?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 34)

Reply:

(a) and (b)

Through the strategy of fostering industry-institution collaboration and diversified development, the Government has all along encouraged young people to pursue education pathways and join industries that best suit their abilities and interests. Additionally, recurrent funding has been allocated to support the Vocational Training Council (VTC)'s efforts in vocational and professional education and training (VPET). These efforts include collaborating closely with the industries and providing diversified VPET programmes to nurture high-quality talent with applied skills by taking into account the manpower needs across various sectors. Besides, VTC showcases to the public its diverse range of

programmes and the opportunities in related industries on different publicity platforms such as television, outdoor advertising, and digital and social media. In addition, VTC organises various promotional activities to engage schools, students and parents, including conducting school talks and experiential skill-learning activities and setting up information booths themed on further study, so as to enhance the public's understanding and perception towards VPET, and introduce to them diversified articulation pathways. As the relevant work is part of VTC's routine, the expenditure involved is subsumed under the overall account and a breakdown is not available.

(c)

The estimated provision under Programme (7) Post-secondary, Vocational and Professional Education for 2025-26 is \$225.4 million (4.3%) higher than the revised estimate for 2024-25. The increased estimate will be mainly used on subsidy schemes for post-secondary education in general.

- End -

CONTROLLING OFFICER'S REPLY

EDB143

(Question Serial No. 2382)

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. While the number of kindergarten (KG) students is estimated to drop further by over 10 000 in the coming year, the number of KGs remains at 980. What are the justifications for this estimate?
2. Given the decreasing number of school-age children and the pressure from under-enrolment faced by KGs, what support does the Government currently offer? Regarding KG closures due to operational difficulties, is there a mechanism in place to mitigate the impacts; and what are the expenditures involved?
3. It is stated under the Indicators that the wastage rate of KG teachers has remained at 14.6% in recent years, a situation more serious than that pertaining to primary and secondary school teachers. What measures have been put in place to improve this situation and assist KGs in retaining talents; and what are the expenditures involved?
4. Are there any support measures in place to encourage KGs to operate as KG-cum-child care centres, thereby enhancing their day care services for young children? Are child care centres encouraged to increase their services for children aged between 0 and 2? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 40)

Reply:

1. and 2.

The estimated number of kindergarten (KG) students for the 2025/26 school year is projected based on the school-age population residing in Hong Kong, as compiled with reference to the Population Projections released by the Census and Statistics Department; whereas the estimated number of KGs for the 2025/26 school year is projected based on the actual situation as of December 2024. It is natural that a decline in student population will lead to corresponding adjustment in the number of KGs. All KGs 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 issues. The actual number of KGs each year will be reflected in the report for the following year.

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 KGs joining the Kindergarten Education Scheme (Scheme-KGs) applying for relocation, with a view to nominating suitable SSBs to rent KG premises that are located in public housing estates or owned by the Government.

In addition, starting from the 2024/25 school year, the Relocation Grant has been 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 lower rent premises or Government-owned school premises, so as to improve their school environment or cater for the demands in new development areas, while reducing the surplus of school places in certain districts. As at the 2023/24 school year, a total of 17 KGs have been approved for the grant. For the 2024/25 school year, a total of 7 KGs have been approved for or have confirmed acceptance of the grant. The expenditures for the years 2023-24 and 2024-25 are \$15 million and \$3 million respectively.

In response to the development and operational needs of the KG sector, the Education Bureau (EDB) has addressed their concerns in a timely manner and supported the sustainable development of KGs in various ways. The major measures implemented/being implemented from the 2022/23 to 2024/25 school years include –

- (a) assisting KGs in digitalising school administration and enhancing work efficiency: a one-off “Smart Kindergarten” Grant was provided in the 2022/23 school year to assist Scheme-KGs in developing into “smart KGs”; the expenditure involved was around \$57 million;
- (b) enhancing support for KGs to organise school-based activities that promote national education: a one-off Grant for Promotion of Chinese Art and Culture (the Grant) was provided to Scheme-KGs in the 2022/23 school year. The Grant was enhanced in the 2023/24 school year to, inter alia, increase the subsidy amount and extend the deployment period. Another one-off Grant for Promotion of National Education through Home-school Co-operation has been disbursed in the 2024/25 school year. The above grants strengthen the support for Scheme-KGs to organise more diversified school-based activities with a view to fostering students' understanding and appreciation of Chinese culture from an early age and promoting national education through home-school co-operation, thereby cultivating in students a sense of national identity, as well as a sense of belonging, pride and affection for our country. The total expenditure involved is about \$288 million;
- (c) supply teachers: starting from the 2023/24 school year, an annual 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 expenditures for the years 2023-24 and 2024-25 are around \$16.7 million and \$15.9 million respectively; and

- (d) encouraging experiential learning activities: starting from the 2023/24 school year, an annual 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 for the year 2024-25 is around \$25 million.

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 for students.

3.

It is natural that a decline in student population will lead to corresponding adjustment in 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.

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 5 class teachers, 1 may be upgraded to senior teacher, and for KGs having 3 or more senior teachers, 1 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, to further strengthen the capacity and professional development of teachers, we provided Scheme-KGs with a one-off Professional Capacity Enhancement Grant (PCEG) in 2022, and enhanced PCEG in March 2024 to increase its rates, expand its scope, and extend its deployment period. The total expenditure involved is around \$260 million.

4.

The Joint Office for Kindergartens and Child Care Centres (JOKC) of EDB manages operators setting up service units of child care centre (CCC) and KG in the same place. JOKC is staffed with officers of EDB and the Social Welfare Department, jointly regulating the care and education services of these service units in accordance with the requirements on

premises design, staffing, and safety measures, etc., under the Child Care Services Ordinance (Cap. 243), the Education Ordinance (Cap. 279) and the Operation Manual for Pre-primary Institutions, providing one-stop services to applicants for CCC registration. If operators of existing aided CCC attached to KG intend to increase CCC service places for children under the age of 3 in the premises, including increasing their services for children aged between 0 and 2, the operators may apply to JOKC. If the application complies with the aforementioned requirements, the Government will provide relevant subsidies for the aided CCC attached to KG.

- End -

CONTROLLING OFFICER'S REPLY

EDB144

(Question Serial No. 2383)

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 implementation of the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) and the subsidies for kindergartens (KGs) to organise school-based activities to promote national education for students and parents as highlighted in this Programme, please advise on the following –

- (1) How many KGs participated in the Exchange Programme last year and how many are participating this year? What was the content of the exchange activities last year, and were aspects such as “smart child care” and smart campuses included? What are the estimated expenditures for the Exchange Programme last year and for the current year;
- (2) Will participating KGs be encouraged to arrange online exchanges for students, so that the Exchange Programme can be expanded to include both teachers and students?
- (3) Regarding the subsidies for KGs to promote national education, how many schools are currently involved? What is the coverage rate, and what are the details of the activities and the numbers of participating students and parents?
- (4) What were the average amount of subsidy received by each school and the total expenditure on subsidising KGs to promote national education last year? Will the subsidy amount be adjusted in the coming year, and what is the overall estimated expenditure?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 41)

Reply:

(1) to (2)

To strengthen the connection between the Mainland and Hong Kong kindergartens (KGs) in early childhood education, the Education Bureau (EDB) has launched the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) since the 2023/24 school year, with a focus on fostering teachers’ professional exchanges and collaboration, as well as enhancing the friendship between the two places. EDB and the Department of Education of Guangdong Province invited 50 KGs joining the Kindergarten Education Scheme (Scheme-KGs) and 50 KGs from different cities in the Guangdong

Province to participate in the Exchange Programme and form learning circles in the first year. The first year Signing Ceremony-cum-Annual Exchange Activity was held in Hong Kong in mid-2024. Moreover, representatives from Hong Kong KGs participating in the Exchange Programme were arranged to visit Mainland KGs and learn from them in October 2024, with the aim of continuously learning among KGs in the two places. EDB will continue to take forward the Exchange Programme in the 2024/25 school year, increasing the number of beneficiary Hong Kong KGs to 100, with a view to deepening professional exchanges and collaboration among KG teachers of the two places, and enhancing the quality of KG education. Meanwhile, EDB also provides participating Hong Kong KGs with professional support, by assisting KGs to identify their needs and facilitating KGs to organise exchange activities with Mainland KGs and disseminate good practices, among others. 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.

(3) to (4)

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 KG education curriculum. EDB has been providing a wide range of support and financial assistance for KGs to promote national education. We are pleased to see that KGs have implemented diversified teaching and experiential activities, such as formulating learning themes related to Chinese culture, organising experiential learning activities and interesting games, arranging visits or cultural performance appreciation tours for children at each grade level, as well as providing picture books to encourage children and parents to read, which help children learn and appreciate Chinese art and culture, and hence foster their sense of national identity. In the 2022/23 and 2023/24 school years, all Scheme-KGs achieved the key performance indicator as stipulated in the 2022 Policy Address, each organising at least one school-based activity of Chinese culture. Schemed-KGs display their design and result on the school websites to facilitate the sector to share and learn from the good experience, thereby facilitating professional exchange and enabling stakeholders to get a grasp of children’s learning at school.

EDB provided Scheme-KGs with a one-off Grant for Promotion of National Education through Home-school Co-operation in February 2025 to strengthen the support for KGs to organise more diversified school-based activities with a view to fostering students’ understanding and appreciation of Chinese culture from an early age and promoting national education through home-school co-operation. KGs were provided with a two-tier one-off grant of \$50,000 and \$80,000 respectively based on their number of students. The total expenditure involved is about \$56 million. KGs may organise parent education or parent-child activities relating to national education, such as seminars and workshops for parents, parent-child local culture experiential days, and Chinese Culture Week, so as to deepen parents’ understanding of Chinese culture and national development, thereby helping them nurture in their children a sense of belonging, pride and affection for our country. Scheme-KGs may also fully utilise the unit subsidy to organise school-based national education activities.

- End -

CONTROLLING OFFICER'S REPLY

EDB145

(Question Serial No. 2409)

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 under the Programme that the matters requiring attention for the coming year include the rolling out of small class teaching (SCT) in public sector primary schools, will the Education Bureau (EDB) please advise of the following –

- (1) The percentage shares of schools currently implementing SCT in each of the 18 districts, and the details of rolling out SCT in the coming year;
- (2) The situation of “packing of classes” and “approving additional classes” in primary schools in each of the 18 districts over the past 2 years, the number of schools that operated only “1 Primary One (P1) class” and “more than 4 P1 classes” in the respective years;
- (3) Will EDB expand the implementation of SCT from 94% to 100% of public sector primary schools in the future? If yes, what is the timetable? If no, what are the reasons?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 49)

Reply:

(1) and (3)

In the 2024/25 school year, the Education Bureau has implemented small class teaching (SCT) in over 90% of public sector primary schools in Hong Kong. With an increase of 9 additional schools in the 2025/26 school year and further 7 additional schools in the 2026/27 school year, it is expected that over 95% of public sector primary schools will implement SCT by then. Relevant figures are tabulated at [Annex 1](#).

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)

The situation of “packing of classes” and “approving additional classes” in each district from the 2023/24 to 2024/25 school years is tabulated at Annex 2. The numbers of schools operating “1” Primary One (P1) class and “more than 4” P1 classes by district from the 2023/24 to 2024/25 school years are tabulated at Annex 3.

Number of public sector primary schools with SCT in the 2024/25 school year

District [school-nets under the Primary One Admission (POA) System]	No. of public sector primary schools	No. of schools with SCT [%]
Central & Western [School Net 11]	16	16 [100.0]
Wan Chai [School Net 12]	14	14 [100.0]
Eastern [School Nets 14 & 16]	24	24 [100.0]
Southern [School Net 18]	9	9 [100.0]
Sham Shui Po [School Net 40]	21	12 [57.1]
Yau Tsim Mong (Note 2) [School Nets 31 & 32]	18	15 [83.3]
Kowloon City (Note 2) [School Nets 34, 35 & 41]	34	24 [70.6]
Wong Tai Sin [School Nets 43 & 45]	23	23 [100.0]
Kwun Tong [School Nets 46 & 48]	32	32 [100.0]
Tsuen Wan [School Net 62]	18	18 [100.0]
Tuen Mun [School Nets 70 & 71]	34	34 [100.0]
Yuen Long [School Nets 72, 73 & 74]	45	41 [91.1]
North [School Nets 80, 81 & 83]	30	30 [100.0]
Tai Po (Note 2) [School Net 84]	19	17 [89.5]
Sha Tin (Note 3) [School Nets 88, 89 & 91]	39	32 [82.1]
Sai Kung [School Net 95]	22	22 [100.0]
Islands [School Nets 96, 97, 98 & 99]	16	16 [100.0]
Kwai Tsing [School Nets 64, 65 & 66]	32	32 [100.0]
Total in Hong Kong	446	411 [92.2]

Notes:

- (1) Figures refer to schools participating in POA 2024.
- (2) A total of 9 public sector primary schools in the districts concerned will start implementing SCT in the 2025/26 school year.
- (3) A total of 7 public sector primary schools in the districts concerned will start implementing SCT in the 2026/27 school year.

**The situation of “packing of classes” and “approving additional classes”
in each district from the 2023/24 to 2024/25 school years**

District	Change in the no. of classes	
	2023/24 school year	2024/25 school year
Central & Western	0	0
Wan Chai	-1	1
Eastern	-1	1
Southern	-2	0
Sham Shui Po	0	-2
Yau Tsim Mong	0	-1
Kowloon City	-1	0
Wong Tai Sin	1	1
Kwun Tong	1	0
Tsuen Wan	-1	-1
Tuen Mun	3	-1
Yuen Long	1	0
North	1	0
Tai Po	0	1
Sha Tin	0	0
Sai Kung	-4	1
Islands	0	2
Kwai Tsing	-1	0
All districts	-4	2

**Numbers of schools operating “1 P1 class” and “more than 4 P1 classes”
in each district from the 2023/24 to 2024/25 school years**

District	School year			
	2023/24		2024/25	
	No. of schools operating 1 P1 class	No. of schools operating more than 4 P1 classes	No. of schools operating 1 P1 class	No. of schools operating more than 4 P1 classes
Central & Western	2	2	4	2
Wan Chai	4	4	1	4
Eastern	3	6	3	6
Southern	3	1	3	1
Sham Shui Po	0	8	0	6
Yau Tsim Mong	2	5	1	5
Kowloon City	2	8	2	8
Wong Tai Sin	1	6	4	5
Kwun Tong	1	16	0	15
Tsuen Wan	3	5	3	5
Tuen Mun	2	12	2	12
Yuen Long	3	20	4	17
North	2	7	5	10
Tai Po	0	4	1	5
Sha Tin	3	12	3	12
Sai Kung	3	11	3	11
Islands	5	3	7	6
Kwai Tsing	4	9	1	8
All districts	43	139	47	138

- End -

CONTROLLING OFFICER'S REPLY

EDB146

(Question Serial No. 2410)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

Regarding the Enhanced School-based Speech Therapy Service (SBSTS) and Enhanced School-based Educational Psychology Service (SBEPS) provided to public sector primary schools as mentioned under the Programme, please advise of the following –

- (1) What are the details of enhancement for the coming year and the service hours and manpower to be increased for each school?
- (2) How many students were provided with school-based speech therapy assessment, school-based psychological assessment and relevant treatment services in primary schools, broken down into 18 districts, in the past 2 years?
- (3) For schools with a comparatively larger number of students with special educational needs, what will the Government do to strengthen support for students and what is the amount of subvention to be involved? Will it include funding these schools to use more educational technology products to enhance personalised learning assistance?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 50)

Reply:

(1) to (3)

The Enhanced School-based Speech Therapy Service (Enhanced SBSTS)

The Enhanced SBSTS has been fully implemented in all public sector ordinary schools, with a total of about 410 school-based speech therapist (ST) posts created to provide schools with more stable, sustainable and comprehensive services in the domains of prevention, intervention and development. Schools can immediately refer students in need to school-based STs for follow-up according to the students' conditions. STs would, based on students' need, provide appropriate support with their expertise, which is generally integrated into classroom learning, individual or group training and school activities at various levels. STs 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 and daily life, benefitting all students, including students with speech and language impairment (SLI).

The numbers of student with SLI in public sector ordinary primary schools from the 2022/23 to 2023/24 school years are tabulated below –

School year	No. of students with SLI ^{Note}
2022/23	27 390
2023/24	27 930

Note: Including students with SLI comorbid with other types of special educational needs (SEN).

The Enhanced School-based Educational Psychology Service (Enhanced SBEPS)

Starting from the 2016/17 school year, the Education Bureau (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, with a view to providing more comprehensive and regular follow-up and intervention service for students, while also strengthening schools' preventive and development work. In the 2024/25 school year, 291 public sector ordinary primary schools are receiving the Enhanced SBEPS. Each Educational Psychologist (EP) generally serves 4 to 6 schools (including primary and secondary schools). 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, 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. 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. EPs need to work with teachers and social workers from time to time. In this regard, SBEPS benefits students at large, both directly and indirectly.

EDB does not maintain figures regarding the numbers of students in public sector ordinary primary schools receiving SBSTS and SBEPS, broken down into 18 districts, in the past 2 years.

Other support

In addition to the above professional support services, EDB has been providing schools with additional resources on top of regular subvention. Among them, the Learning Support Grant (LSG) is calculated based on the number of students with SEN in a school and the tier of support these students require. In the 2024/25 school year, the revised estimated expenditure of EDB in respect of the provision of LSG for public sector ordinary primary schools is about \$520 million. To enhance the support for schools with a comparatively large number of students with SEN, schools with the total amount of LSG reaching the specific thresholds will be provided with additional regular teaching post(s) titled Special Educational Needs Support Teacher. The Special Educational Needs Coordinator (SENCO) posts in these schools will also be upgraded to a promotion rank to enable SENCOs to perform their leadership duties more effectively.

Moreover, EDB has launched a one-stop information website, “SENSE” (<https://sense.edb.gov.hk>), to facilitate easy access by schools, parents and the public to the latest information and online resources on integrated education and special education for supporting students with SEN. EDB continues to develop diverse teaching resources, and will roll out in phases 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, 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB147

(Question Serial No. 2411)

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 (EDB) 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 EDB strengthen promotion of those education domains in the coming year; and how much resources will be involved?
- (2) What are the preparatory progress and usage of grants or subsidies for introducing Primary Science subject in the coming year, and how will cross-disciplinary STEAM education be taken forward in the science subject?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 51)

Reply:

(1)

The Education Bureau (EDB) has all along been encouraging schools to adopt a holistic and integrated approach to foster proper values, attitudes and behaviour in students. EDB has adopted “values education” to integrate various cross-curricular domains (including national education, patriotic education, national security education, environmental education and sex education) since 2017. Schools are advised to promote values education through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation”, having regard to the growth characteristics and learning needs of students in respective key stages. All cross-curricular domains of values education are closely intertwined, covering personal, family, social, community, national and global aspects of life.

The Task Force on Review of School Curriculum set up by the Government in 2017 conducted a curriculum review and explicitly pointed out that promoting values education through a holistic and integrated approach was still appropriate. In fact, learning elements relating to values education have been embedded in classroom learning of various subjects, life-wide learning, service and experiential activities, as well as the creation of a conducive campus atmosphere. Therefore, it is not appropriate to segregate the domains of values education into lesson time or activity hours. Schools, with reference to their visions and missions and student needs, have been implementing values education through a cross-curricular and integrated approach in lessons across different subjects, class teacher periods, weekly assemblies, school-based moral education lessons, personal growth lessons, cross-curricular learning activities, life-wide learning activities, school-based guidance and discipline schemes and activities, etc.

Looking ahead, EDB will build on the existing foundation to step up its support for schools in promoting values education. We will refine the Values Education Curriculum Framework, and work closely with various stakeholders (including relevant government departments and non-governmental organisations) to continue to organise teacher professional development programmes, develop diversified learning and teaching resources, and arrange student activities, etc., with a view to nurturing students to become future pillars of the society who are virtuous and knowledgeable with the sense of national identity and a global perspective by working hand in hand with various sectors of the community.

As the expenditures on the work involved in values education are subsumed under EDB's estimated recurrent expenditure, a breakdown is not available.

(2)

To dovetail with the step-up promotion of STEAM education, EDB announced in 2024 the implementation of the Science (Primary 1-6) Curriculum Framework starting from the 2025/26 school year. 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, students will be able to understand the applications of science, technology and engineering in everyday life (e.g. design of gerontechnology tools). They can also learn to solve problems and unleash their creativity by integrating knowledge and skills acquired across disciplines (e.g. mathematics, coding, arts, engineering).

To support schools in kick-starting Primary Science, EDB provides schools with a series of support measures, including professional training for teachers, teacher networking events and learning and teaching resources, to assist schools in implementing the Primary Science curriculum.

EDB sets up the "Training Base for Primary Science Teachers" to organise a series of training programmes for in-service primary teachers, including the "Certificate in Professional Training for Primary Science Teachers" programme (30 hours) and the "Certificate in Professional Training on Primary Science Curriculum Leadership" programme (15 hours). The 30-hour teacher training programme enables teachers to master teaching philosophy and methods of Primary Science, while the 15-hour certificate programme on curriculum leadership assists subject panel heads in curriculum planning. As at February 2025, EDB

has organised 105 Primary Science-related training activities for teachers with an attendance of over 8 700 and the feedback was very positive.

We have been organising professional exchange activities for learning communities/networks of primary science teachers, such as engaging “pioneer schools” with outstanding performance in science education to launch different forms of school-based support services in the 2024/25 school year. Networking events, including experience sharing sessions, open lessons and workshops, etc., will be organised regularly. In the 2024/25 school year, about 160 primary schools have enrolled in events of different learning networks.

As for learning and teaching resources, EDB has been progressively launching curriculum resources on Primary Science since April 2024. These resources, which include 12 sets of “Learning and Teaching Resources on Science Inquiry Activities”, the “Safety Handbook for Primary Science”, the “List of Suggested Teaching Aids and Equipment for Primary Science”, and the “Primary Science Online Learning Platform”, have been uploaded to EDB website. Schools can use the resources to conduct trial teaching of the new curriculum content in this school year to prepare for the implementation of Primary Science scheduled for the next school year (2025/26).

Regarding resources support, EDB provided each publicly-funded primary school with the one-off “Grant on Introduction of Primary Science” of \$350,000 last year to support schools in kick-starting the subject. According to the school survey conducted in February 2025, a majority of schools have started using the grant on, inter alia, recruiting teaching assistants to assist teachers in the preparatory work for introducing Primary Science, optimising the existing General Studies room/classroom facilities (e.g. installing additional sockets and installing sinks), and purchasing teaching aids and equipment related to the science subject (e.g. telescopes, microscopes, thermometers).

- End -

CONTROLLING OFFICER'S REPLY

EDB148

(Question Serial No. 2412)

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 under the Programme that the Government will “renew the Secondary School curriculum and enhance teaching and learning support”. In this connection, please advise of the following –

- (1) the details, participating schools, and related expenditure in respect of promoting AI-assisted teaching in junior Secondary Science;
- (2) the work carried out and the timetable for introducing mathematical modelling in Secondary Mathematics, as well as the estimated expenditure;
- (3) the details of taking forward digital education related initiatives, including the procurement of products and services on educational technology, as well as the number of participating schools and estimated expenditure.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 53)

Reply:

(1) and (3)

The Education Bureau (EDB) is stepping up its efforts to promote digital education in primary and secondary schools. Through a range of diversified strategies, including ongoing curriculum renewal, strengthening teacher training, optimising education ancillary infrastructure and providing resource support, EDB assists schools in harnessing innovation and technology (I&T), including artificial intelligence (AI), to enhance the digital literacy and competence of both teachers and students, and foster learning and teaching effectiveness, with a view to nurturing talents for the future.

In early 2025, EDB established the Steering Committee on Strategic Development of Digital Education (SCSDDE), which provides advice on the goals and strategies of digital education development as well as makes reference to the good experiences from Hong Kong, Mainland and overseas to facilitate academic and cross-sector collaboration and promote the development of digital education in Hong Kong. SCSDDE has commenced operation and has organised multiple engagement sessions, inviting participation of representatives from the school sector and the I&T industry.

AI-assisted teaching in the junior Secondary Science subject

To tie in with the introduction of the “Module on AI for Junior Secondary Level” by EDB in 2023, EDB launched the “AI for Science Education” Funding Programme in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the Quality Education Fund (QEF), received an overwhelming response, with a total of 221 successful applications from publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000 which can be used across school years up to the 2026/27 school year. Schools may use the funding to enrol Science teachers in relevant short courses (including seminars and workshops) to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support scheme(s) related to AI-assisted teaching, develop relevant learning and teaching resources, and promote innovative pedagogical approaches.

Schools participating in the above programme must commit to fulfilling the following performance indicators: develop at least 2 teaching examples or sets of teaching resources with the application of AI in Science (S1-3); conduct at least 1 open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school); and conduct at least 1 experience sharing session (within or outside the school).

EDB will organise teacher network activities to collect quality examples of the use of AI in junior secondary Science, summarise schools’ practices, and further promote the pedagogical application of AI to the school sector through sharing sessions and workshops. The total estimate of the provision for the above programme is \$22.1 million. As the manpower expenditure involved is subsumed under the overall expenditure of EDB, a breakdown is not available.

Infrastructure and support for digital education

EDB continuously optimises the infrastructure and ancillary facilities for digital education. With \$1.5 billion allocated from the QEF, EDB has implemented a funding programme starting from the 2021/22 school year. This programme loans mobile computer devices and provides Internet access facilities (including portable Wi-Fi routers and mobile data cards) to financially needy students through schools. It subsidises the purchase of mobile computer devices by schools for loan to these students so as to ensure that grass-roots students have equal e-learning opportunities.

QEF has also allocated \$500 million for the implementation of the e-Learning Ancillary Facilities Programme to develop e-learning ancillary facilities, including learning platforms and resources, that meet local learning and teaching needs through co-operation between the education and business sectors. 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 funding of around \$240 million. They deploy innovative technologies such as big data and AI to enhance learning and teaching effectiveness in a wide array of subjects/areas. As at the end of 2024, around 400 schools participated in the development projects, with the numbers of participating teachers and students being 1 250 and 27 000 respectively. It is expected that in mid-2025, the deliverables of the projects will be successively released for use by schools. QEF will also sponsor publicly-funded schools to use the deliverables of the projects to facilitate the sustainable development of the projects.

As regards the use of digital technology to support teaching, EDB has been providing all public sector schools with the Composite Information Technology Grant (CITG) starting from the 2004/05 school year. Schools may deploy the grant flexibly, according to their school-based pedagogical needs, to purchase and enhance various kinds of hardware and software (including AI-assisted tools) for teaching, subscribe to Wi-Fi services, and strengthen their information technology staffing support. In the 2024/25 school year, the rate of CITG for each school ranges from \$275,355 to \$898,390, depending on the school type and the number of classes. The grant rates will be adjusted annually in accordance with the movement of the Composite Consumer Price Index.

(2)

EDB is adopting multiple measures to take forward mathematical modelling in secondary schools, including organising relevant professional training for teachers and developing learning and teaching resources, to enhance the atmosphere for learning mathematical modelling. Regarding teacher training, EDB has organised professional training programmes on mathematical modelling for secondary Mathematics teachers from the 2023/24 to 2025/26 school years, in order to empower them to infuse more relevant concepts into lessons and enhance the pedagogical design of learning activities. There are 1 000 training places in total. All publicly-funded secondary schools are required to arrange for at least 1 Mathematics teacher to complete the said programme by the end of the 2025/26 school year. The expenditure involved in the training programmes is subsumed under the overall expenditure of EDB, and a breakdown is therefore not available.

In addition, EDB continues to organise related teacher seminars, conduct lesson studies and sharing sessions, establish mathematical modelling learning circles, and share teaching experiences and outcomes with schools. In collaboration with local and non-local post-secondary institutions, professional bodies and organisations, EDB has organised large-scale learning activities, such as the Hong Kong-Shanghai Mathematical Modelling Competition for Secondary Students and the International Mathematical Modelling Challenge (Greater China), and relevant teacher workshops and academic exchange sessions to further enhance teachers' professional capabilities.

- End -

CONTROLLING OFFICER'S REPLY

EDB149

(Question Serial No. 2428)

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:

As mentioned in “Matters Requiring Special Attention” under the Programme, the “Greater Bay Area (GBA) Career Exploration Tours” Programme (the Programme) will be implemented for public sector and Direct Subsidy Scheme secondary schools offering local senior secondary curriculum. Please advise on the following –

- (1) the number of applications received from schools for the Programme in the previous year; the number of cases for which grants were approved; and the number of participating senior secondary students;
- (2) further to the above question, the distribution of school-based study tours arranged by schools, and 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) the measures that the Education Bureau and schools have in place to follow up on students' career planning, such as measures to assist students in gaining a deeper understanding of the visited industries that they are interested in, so that they can have a better grasp of career directions and establish future career paths; and the future possibility of engaging in promotion with the Vocational Training Council or relevant institutions of applied sciences;
- (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.: 54)

Reply:

(1) and (5)

The Education Bureau (EDB) launched the “Greater Bay Area Career Exploration Tours” Programme (the Programme) in the 2023/24 school year, under which public sector and Direct Subsidy Scheme (DSS) secondary schools offering local curriculum can arrange study tours to the workplaces in the Greater Bay Area (GBA) for their senior secondary students. 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. Schools may choose to join the study tours under the Programme organised by EDB or apply for a grant of \$100,000 to arrange their own school-based study tours.

In the 2023/24 school year, 101 schools were approved for participation in the Programme. Of them, 18 schools completed their study activities or used the grant within the 2023/24 school year, while the remaining 83 schools have their study tours scheduled for departure in the 2024/25 school year. Among the 18 schools with their study activities completed or the grant used, 16 joined the study tours organised by EDB and 2 organised their own school-based study tours, benefitting a total of around 500 students. The Programme is expected to provide a quota of 700 school places, incurring an expenditure of about \$74 million and benefitting around 42 000 senior secondary students. Currently, out of around 500 public sector and DSS secondary schools in the territory, nearly 300 schools have participated in the Programme in the 2023/24 and 2024/25 school years. EDB will actively encourage schools that have not yet participated in the Programme to apply for participation in the Programme in the 2025/26 school year so as to benefit all local public sector and DSS secondary schools, enabling senior secondary students to understand the latest developments of industries in the GBA. At present, EDB also provides students with various Mainland exchange/ study activities. EDB will review the implementation of the Programme, consolidate resources and adjust deployment of resources accordingly in a timely manner with a view to optimising the use of public resources.

(2)

In the 2023/24 school year, among the 77 schools that were approved to join the study tours under the Programme organised by EDB, the most popular itinerary is the Dongguan Career Exploration Tour (2-day tour), while the Huizhou Career Exploration Tour (2-day tour) is the least popular. The number of schools organising their own school-based study tours, and the number of schools participating in 1-day, 2-day and 3-day tours are as follows –

School year	No. of schools organising their own school-based study tours	No. of schools joining the study tours under the Programme organised by EDB		
		1-day tour	2-day tour	3-day tour
2023/24	24	13	51	13

(3) and (4)

Having made reference to the experience of implementing the Programme and the feedback from participating teachers and students in the 2023/24 school year, EDB has increased the number of study tour itineraries from 12 in the 2023/24 school year to 21 in the 2024/25 school year, covering more industries, including new materials industry, renewable energy industry and pharmaceutical manufacturing industry, etc., so as to better equip senior secondary students to seize new opportunities for career development. 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. The feedback from participating teachers and students on the study activities of the Programme was positive. They agreed that visits to the enterprises could help them understand the relevant industries, talent needs, and the opportunities for development in the Mainland so as to plan for their future development pathways.

- End -

CONTROLLING OFFICER'S REPLY

EDB150

(Question Serial No. 2429)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

It is mentioned under the Programme that a variety of learning and teaching resources will be developed for promoting national education, national security education and patriotic education in the coming year. Please advise on the following –

- (1) the specific details of developing the learning and teaching resources, and the expenditures involved;
- (2) whether consideration will be given to adopting the “dedicated-fund-for-dedicated-use” practice for the development and promotion of national education, national security education and patriotic education in schools;
- (3) the content, resources and support measures related to Primary Humanities subject which will be introduced in the coming year to facilitate the teaching of, inter alia, national education, national security education and patriotic education in primary schools.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 55)

Reply:

(1) and (2)

The Education Bureau (EDB) has all along been adopting a wide array of measures to support schools in promoting national education, national security education (NSE) and patriotic education through the approaches of “organic integration”, “natural connection”, “diversified strategies”, “mutual co-ordination”, “learning within and beyond the classroom” and “whole-school participation” to strengthen students’ sense of national identity and national pride, and to foster their affection for and sense of belonging to our country.

EDB has been developing and enriching a variety of learning and teaching resources to facilitate an accurate and a more comprehensive understanding of our country among students and foster in them a sense of belonging to our country, an affection for the Chinese people, and an awareness of safeguarding national security. The relevant work includes the following –

- launching an online resources platform “National Education One-stop Portal”, which consists of dedicated pages for teachers and students respectively covering learning and teaching resources of different themes such as Constitution and Basic Law education and NSE, national symbols and signs, Chinese history and culture, as well as museum learning.
- developing the learning and 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”, NSE Resource Webpage, NSE Online Learning Platform, “Chinese Civilisation – National Education and National Security Education Learning and Teaching Resources” (primary and secondary versions), Constitution and Basic Law Online Learning Course for Upper Primary and Junior Secondary Students, “Chinese Virtues from Ancient to Modern Times – Traditional Virtues and Positive Values Learning Resource Package”, and learning and teaching resources on Chinese Classic Sayings; and
- launching the educational video “The Symbols of our Nation and Hong Kong SAR: the National Flag, the National Anthem and the Regional Flag”, the presentation slides on “Knowing our National Anthem *March of the Volunteers*”, and “Examples of Learning and Teaching Strategies/Learning Activities on the National Anthem”.

EDB distributed to schools various quality learning and teaching resources on national education, including the following –

- 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”;
- “ZONGTI GUOJI ANQUANGUAN XUEXI GANG” (《總體國家安全觀學習綱要》) collated and compiled by the Publicity Department of the Central Committee of the Chinese Communist Party (CCP) and Office of the National Security Commission of the CCP Central Committee (中央國家安全委員會辦公室);
- “A Reader: Law of the People’s Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region” (《香港特別行政區維護國家安全法讀本》) compiled by legal scholars including Professor WANG Zhenmin;
- the book series “My Home is in China” (《我的家在中國》) compiled by Professor TAN Chuanbao of Beijing Normal University;
- “National Security Law Legal Forum – Security Brings Prosperity (5 July 2021) Proceedings”, “Basic Law 30th Anniversary Legal Summit – Back to Basics Proceedings”, “Hong Kong Special Administrative Region 25th Anniversary Legal Conference on Basic Law – Stability to Prosperity Proceedings”, and “National Security Legal Forum – Looking Back and Ahead, New Dawn for Development (8 June 2024) Proceedings” published by the Department of Justice;
- “Articles and Reference Materials on ‘the Law of the People’s Republic of China on Safeguarding National Security in the HKSAR’ and the ‘Safeguarding National Security Ordinance’ 2024”, published by the Department of Justice and the Security Bureau;
- complimentary Chinese copies of a picture book on NSE “Love Hong Kong, Love China”, compiled by Research Institute of National Security Law of the University of

International Relations in conjunction with Professor Bi Yanying, Dean of the Department of Law of the University of International Relations, as the Executive Editor, and distributed by EDB and the Security Bureau; English copies of the picture book on National Security Education “Love Hong Kong, Love China”, and the National Security Education Book Series; and

- a book (《小鎮漫遊指南》) compiled by CR Charitable Fund.

Since the relevant expenditure is subsumed under the recurrent expenditure of EDB, there is no separate breakdown for individual items. EDB has no plan to set up dedicated funds at this stage.

(3)

Following the release of the Primary Humanities Curriculum Framework, EDB has been providing schools with a large number of training places through diversified professional training courses to facilitate the teaching of related content of, inter alia, national education, NSE and patriotic education in schools and enhance teachers’ professional capacity. EDB organised diversified training programmes for school leaders, subject panel heads and subject teachers earlier than pledged in the 2023/24 school year, providing more than 12 000 places in total. About 9 700 training places are provided in the 2024/25 school year. Starting from the 2024/25 school year, EDB organises the new Primary Humanities Onsite Workshop, participants of which include school leaders, subject panel members or all teachers. As at February 2025, EDB has organised onsite workshops for about 2 000 teacher participants from 80 primary schools. The above-mentioned training covers various areas, including curriculum interpretation, curriculum planning and management, pedagogy and assessment, national history, Chinese culture, national geography, the latest development of our country and NSE. In addition, to further encourage schools to pilot the new curriculum, EDB has set up the Primary Humanities Learning Circle from the 2023/24 school year to strengthen professional exchanges among Primary Humanities teachers, broaden their professional horizons and promote good practices. From January 2024 onwards, EDB has been providing diversified learning and teaching resources, such as the “Chinese Traditional Virtues” Series, and “National Geography: famous world heritage of our country” in the “Little Seedling Tells You” Series.

- End -

CONTROLLING OFFICER'S REPLY

EDB151

(Question Serial No. 2430)

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:

As mentioned under the relevant Programmes, the Life-wide Learning and Sister School Grant, as consolidated from existing grants to improve flexibility and utilisation, will be provided for public sector and Direct Subsidy Scheme secondary schools to organise learning activities in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools starting from the 2025/26 school year. Please advise on the following –

- (1) the expenditures involved in the grants for Life-wide Learning, Mainland exchange programmes for students and Sister School Scheme in the past 2 years; the average amount of subsidy received by each primary and secondary school;
- (2) how the new Life-wide Learning and Sister School Grant will be consolidated from existing grants; the increase or decrease in the amount of grant when compared with those in the past;
- (3) the estimated numbers of student places and participating students and the expenditures for Mainland exchange programmes for students in primary and secondary schools, Mainland study tours of the subject of Citizenship and Social Development, as well as exchange activities under the Sister School Scheme in the coming year.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 56)

Reply:

(1) and (3)

Life-wide Learning Grant (LWLG)

To encourage schools to provide students with more diversified experiential learning activities in line with the school curriculum, starting from the 2019/20 school year, the Education Bureau (EDB) has provided a recurrent LWLG for all public sector schools (including special schools) annually to support schools in taking forward life-wide learning

on the present foundation with enhanced efforts. For schools under the Direct Subsidy Scheme (DSS), the provision of LWLG is subsumed in the DSS unit subsidy rates. The total provision is about \$900 million each year. The numbers of public sector schools (including special schools) provided with LWLG and the expenditures on the grant in the 2023/24 and 2024/25 school years are set out as follows –

School year	No. of schools	Amount of the grant (\$ million)
2023/24	906	853
2024/25 ⁺	901	856

+ Provisional figures

Mainland exchange programmes for students

EDB has been providing students with opportunities for Mainland exchanges and study tours in line with our country's latest development and the school curriculum, enabling students to gain first-hand experience of the development of our country in different aspects from multiple perspectives and consolidate and deepen what they have learnt in class, with a view to enhancing their understanding of our country and strengthening their sense of national identity. EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. 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 resumed Mainland exchange programmes for students in the 2023/24 school year and the responses from schools have been positive. The numbers of students joining Mainland exchange programmes from the 2023/24 to 2025/26 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	68 200	78.0
2024/25 ⁺	81 000	114.9
2025/26 ⁺⁺	108 500	113.0

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Provisional figures

⁺⁺ Estimated figures

Grant for the Sister School Scheme

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 at different levels with their sister schools in the light of their school-based development needs. The amounts of grant per school for the 2023/24 and 2024/25 school years are around \$163,000 and \$165,000 respectively. The total numbers of schools provided with the grant from EDB and the expenditures involved for the 2023/24 and 2024/25 school years are set out as follows –

School year	Total no. of schools applied for and provided with the grant [@]	Expenditure on the grant (\$ million)
2023/24	922	148.32
2024/25 ⁺	957	158.33

[@] 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.

⁺ These are the estimated total number of schools that will apply for and be provided with the grant and the estimated total expenditure on the grant for the 2024/25 school year. The actual figures will only be available upon the end of the school year.

Mainland study tours for the subject of Citizenship and Social Development (CS)

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. 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. The estimated number of students joining CS Mainland study tours and the estimated expenditure involved in the 2025/26 school year are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million) [@]
2025/26 ⁺⁺	50 000	116.0

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺⁺ Estimated figures

(2)

Starting from the 2025/26 school year, EDB will provide public sector and DSS schools with the Life-wide Learning and Sister School Grant, as consolidated from the existing LWLG, the Grant for the Sister School Scheme and the Subsidy for the Outdoor Education Camp Scheme, with a view to improving flexibility, utilisation and synergy for schools to holistically plan and arrange various learning activities (including Mainland and local educational tours and exchange activities) in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools, etc. This initiative aims to enrich students' learning experience, consolidate and deepen what they have learnt in class, and enable them to gain first-hand experience of national development in various aspects from multiple perspectives, thereby enhancing students' understanding of our country and strengthening their sense of national identity. EDB plans to announce relevant arrangements to schools and hold briefing sessions on implementation details in mid-2025.

- End -

CONTROLLING OFFICER'S REPLY

EDB152

(Question Serial No. 2431)

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, will the Government advise this Committee of the following –

- (1) Please set out the numbers of students admitted to Mainland higher education institutions, the numbers of applications under 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) Given an increasing number of students going north for studies, will the Government support their studies in the Mainland, while conducting surveys and studies and collecting their views as regards their adjustment, difficulties encountered, post-graduation prospects, future aspirations, etc. on a regular basis? If yes, what are the details; if no, what are the reasons?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 57)

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 #	2023/24			2024/25 (as at early March 2025)		
	I	II	III	I	II	III
No. of students applying for means-tested subsidy	2 380	1 103	532	2 018	946	407
No. of students applying for non-means-tested subsidy	522	166	439	508	168	474
Total no. of applicants	5 142			4 521		
No. of students receiving full-rate means-tested subsidy	1 588	744	337	1 340	631	249
No. of students receiving half-rate means-tested subsidy	581	229	139	483	209	114
No. of students receiving non-means-tested subsidy	430	120	433	438	113	447
Total no. of student beneficiaries	4 601			4 024*		
Total expenditure (\$)	65 million			56 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 130 applications for the 2024/25 academic year are currently being processed. About 4 100 students are expected to benefit from MUSSS during the year.

@ The total estimated expenditure for the year is around \$57 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)

The Education Bureau (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. EDB has not further conducted any studies on areas such as the adjustment and post-graduation profiles of Hong Kong students who have benefitted from MUSSS.

Mainland University Study Subsidy Scheme**Breakdown of the number of students receiving subsidies by institution
in the 2023/24 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
<u>Category I</u>			
Sun Yat-sen University	87	33	57
Shantou University	1	1	2
Southern Medical University	14	2	11
Xinghai Conservatory of Music	7	3	1
Shenzhen University	30	9	20
South China Normal University	15	10	18
South China University of Technology	4	1	5
Jinan University	1 326	462	225
Guangzhou University	2	1	2
Guangzhou University of Chinese Medicine	80	47	80
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
Guangdong Pharmaceutical 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
<u>Category II</u>			
China Three Gorges University	1	0	1
Central South University	7	2	14
Zhongnan University of Economics and Law	20	1	21
Wuhan University	15	4	16
Wuhan University of Technology	1	0	1
Nanchang University	6	0	3
Hainan University	1	0	0
Hainan Normal University	0	0	1
Hunan University	14	2	12
Hunan University of Technology	0	1	0
Hunan Normal University	11	7	2
Xiangtan University	1	0	0
Huazhong University of Science and Technology	6	2	3
Central China Normal University	11	4	12
Huaqiao University	602	191	6
Jimei University	4	1	0
Xiamen University	10	8	20
Fuzhou University	9	1	3
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	3	0	1
Shanghai University of Traditional Chinese Medicine	20	2	24
Shanghai International Studies University	3	1	6
Shanghai Jiao Tong University	1	1	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
Shanghai Normal University	2	4	4
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	15
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	13	3	16
China Conservatory of Music	1	0	0
Ocean University of China	1	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	8	36
Beijing University of Chinese Medicine	48	19	61
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	1	7
Beijing Film Academy	1	0	1
Beijing Language and Culture University	1	3	4
Beijing Sport University	1	2	3
Sichuan University	12	1	18
Sichuan Normal University	7	4	0
Jilin University	5	1	9
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	4
Donghua University	9	7	5
Henan University	1	0	0
Chang'an University	0	0	2
Nanjing University	4	1	9
Nanjing University of Chinese Medicine	15	6	5
Nanjing Normal University	17	5	12
Nankai University	3	3	9
Chongqing University	20	8	6
Capital Normal University	1	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
Zhejiang University	1	2	1
Zhejiang Normal University	4	0	2
Zhejiang Sci-Tech University	6	2	3
Communication University of Zhejiang	0	1	1
Tsinghua University	8	2	29
Fudan University	10	2	19
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	5	5
Yunnan University	0	0	1
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
Liaoning University of Traditional Chinese Medicine	0	1	0
Lanzhou University	1	0	0
Total	2 669	949	983

Mainland University Study Subsidy Scheme**Breakdown of the number of students receiving subsidies by institution
in the 2024/25 academic year
(as at early March 2025)**

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
<u>Category I</u>			
Sun Yat-sen University	52	15	43
Shantou University	3	1	2
Southern Medical University	15	2	10
Xinghai Conservatory of Music	6	2	3
Shenzhen University	31	10	24
South China Normal University	8	4	20
South China University of Technology	4	2	5
South China Agricultural University	0	0	2
Jinan University	1 137	398	220
Zhaoqing University	1	0	0
Guangzhou University	4	1	3
Guangzhou University of Chinese Medicine	60	37	96
Guangzhou Academy of Fine Arts	10	4	3
Guangzhou Medical University	0	2	2
Guangdong University of Technology	1	3	1
Guangdong University of Foreign Studies	3	1	2
Guangdong University of Finance	1	1	0
Guangdong Ocean University	1	0	0
Guangdong University of Finance and Economics	0	0	1
Guangdong Medical University	2	0	1
Guangdong Pharmaceutical 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
<u>Category II</u>			
China Three Gorges University	1	0	0
Central South University	6	4	17
Zhongnan University of Economics and Law	12	1	14
China University of Geosciences (Wuhan)	0	1	1
Wuhan University	13	4	13
Wuhan University of Technology	0	2	2
Nanchang University	3	0	2
Hainan University	0	0	2
Hainan Normal University	0	0	1
Hunan University	12	1	13
Hunan University of Technology	1	1	0
Hunan Normal University	10	4	3
Xiangtan University	1	0	0
Huazhong University of Science and Technology	8	2	2
Central China Normal University	12	2	11
Huaqiao University	516	176	5
Jimei University	2	2	0
Xiamen University	9	4	17
Fuzhou University	7	1	6
Fujian University of Traditional Chinese Medicine	2	0	1
Fujian Normal University	5	2	0
Fujian Medical University	2	0	1
Guangxi University	2	0	1
Guangxi University of Chinese Medicine	7	2	1
<u>Category III</u>			
Shanghai University	3	0	0
Shanghai University of Traditional Chinese Medicine	16	6	27
Shanghai International Studies University	2	1	4

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Shanghai Jiao Tong University	2	2	13
Shanghai Normal University	0	3	3
Shanghai University of Finance and Economics	1	0	5
Shanghai University of Sport	0	1	0
Dalian University of Technology	0	0	1
Shandong University	7	8	15
Shandong University of Traditional Chinese Medicine	0	1	0
Central Academy of Fine Arts	1	0	3
Central University of Finance and Economics	1	0	4
The Central Academy of Drama	1	0	1
Renmin University of China	0	0	4
Civil Aviation University of China	0	1	0
China University of Petroleum	0	1	1
China University of Political Science and Law	7	2	19
China Conservatory of Music	1	0	0
Ocean University of China	1	0	3
Communication University of China	1	0	3
Tianjin University	2	0	3
Tianjin University of Traditional Chinese Medicine	1	3	0
Tianjin Foreign Studies University	0	0	2
Peking University	14	9	46
Beijing University of Chinese Medicine	35	15	59
Beijing Foreign Studies University	2	0	1

Mainland higher institutions	No. of students receiving full-rate means-tested subsidy	No. of students receiving half-rate means-tested subsidy	No. of students receiving non-means-tested subsidy
Beijing Institute of Fashion Technology	5	0	1
University of Science and Technology Beijing	0	0	1
Beijing Normal University	2	1	4
Beijing Institute of Technology	2	1	4
Beijing University of Posts and Telecommunications	0	0	5
Beijing Film Academy	0	0	1
Beijing Language and Culture University	1	2	4
Beijing Sport University	1	2	2
Sichuan University	9	1	16
Sichuan Normal University	5	2	0
Jilin University	5	1	9
Tongji University	3	3	5
Northwest University	2	1	9
Xi'an Jiaotong University	2	2	3
Southwest University of Political Science and Law	6	1	7
Southwestern University of Finance and Economics	2	0	4
Northeast Normal University	0	0	1
Southeast University	0	0	2
Donghua University	5	5	5
Henan University	1	0	0
Chang'an University	0	0	1
Nanjing University	2	1	6
Nanjing University of Chinese Medicine	11	5	9
Nanjing Normal University	14	4	12
Nankai University	3	2	10
Chongqing University	16	6	9
Capital Normal University	0	0	2
Zhejiang University	1	1	2
Zhejiang University of Technology	0	1	0
Zhejiang Normal University	2	0	2
Zhejiang Sci-Tech University	4	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
Communication University of Zhejiang	0	1	3
Tsinghua University	8	3	33
Fudan University	10	2	23
East China University of Political Science and Law	3	2	7
East China Normal University	6	1	5
East China University of Science and Technology	5	3	6
Yunnan University	0	0	2
Yunnan Normal University	1	1	0
Wenzhou Medical University	2	0	2
University of Electronic Science and Technology of China	1	0	0
Ningbo University	0	1	1
University of International Business and Economics	0	2	4
Zhengzhou University	10	1	6
Liaoning University of Traditional Chinese Medicine	0	1	0
Lanzhou University	1	0	1
Total	2 220	806	998

- End -

CONTROLLING OFFICER'S REPLY

EDB153

(Question Serial No. 2432)

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 will support the Alliance of Universities of Applied Sciences. In this connection, please advise this Committee of the following –

- (1) In the coming year, how will the Government incentivise more post-secondary institutions to join the Alliance? What measures are in place to foster collaboration among member institutions and their counterparts in the Mainland and overseas and to step up promotion?
- (2) What measures are in place to enhance the status of vocational and professional education and training (VPET) in society and among parents and students? What are the details and expenditures involved?
- (3) What programmes will be accorded priority for inclusion under the Study Subsidy Scheme for Designated Professions/Sectors? What are the details such as the additional subsidy involved, students' eligibility and the number of student beneficiaries? Will the Government enhance the incorporation of workplace attachment into the programmes to increase their appeal?
- (4) What measures are in place to enhance students' understanding of VPET at the stage of secondary education and encourage schools' participation in the pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme, with a view to strengthening the articulation between VPET and universal education? What are the estimated numbers of quota and participating schools and the estimated expenditures of this programme for the coming year?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 60)

Reply:

(1) and (2)

To provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors, the Government has been promoting the establishment of universities of applied sciences (UAS), and, in February 2024, promulgated the criteria for qualifying as UAS along with the relevant mechanisms. UAS provide applied degree programmes with an applied focus blending theory and practice, and closely collaborate with professional skills sectors to 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. Subsequently, the Government announced in March and November 2024, respectively, that Hong Kong Metropolitan University (HKMU) and Saint Francis University had been confirmed as the first two UAS in Hong Kong after undergoing stringent procedures and reviews. The Education Bureau (EDB) and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) will continue to support applicant institutions in their planning and development to qualify as UAS.

As mentioned in the 2024 Policy Address, the Government will continue to support the development of UAS, with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat is HKMU, which will take the lead in the development of the Alliance. EDB has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

(3)

The Government launched 2 rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Under the Pilot Project, 8 pilot applied degree programmes offered by 4 self-financing post-secondary institutions (including 2 UAS) were selected and HKCAAVQ was appointed as a consultant to assist 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 were launched in the 2024/25 academic year. The 8 programmes are included under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP).

In addition, we have provided additional support for applied degree programmes through SSSDP starting from the 2024/25 academic year, with a view to encouraging self-financing post-secondary institutions to offer applied degree programmes in relation to disciplines relevant to professional skills sectors as well as enhancing the enrolment incentives of students and parents. Specifically, we will provide, through SSSDP, additional annual

subsidies of around \$5,000 (for non-laboratory-based applied degree programmes) and around \$8,000 (for laboratory-based applied degree programmes) to full-time local students enrolling in applied degree programmes under SSSDP that have undergone relevant accreditation. In the 2024/25 academic year, each eligible student may receive subsidies up to \$50,810 or \$87,770 respectively under the aforesaid measures. Around 2 400 students enrolling in relevant applied degree programmes are benefitted. The amount of additional subsidies involved is around \$17.5 million.

(4)

In the 2023/24 academic year, the Vocational Training Council (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 first batch of students under the pilot project is expected to graduate in the 2025/26 academic year at the earliest. Graduates with DVE(SSC) qualification can apply for relevant higher diploma programmes offered by VTC, as well as sub-degree programmes offered by other institutions.

The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. Under the pilot project, VTC has offered courses covering 2 subject areas, namely “Hospitality” and “Information Technology”, for the 2023/24 and 2024/25 academic years. The total expenditure involved is about \$4.4 million. The total number of participating secondary schools and the number of students benefitted are as follows –

	Total no. of participating secondary schools	Subject area	No. of participating students in the academic year	Total no. of participating students¹
2023/24 academic year	3	Hospitality	18	18
		Information Technology	33	33
2024/25 academic year	9	Hospitality	75	93
		Information Technology	77	105 ²

Note 1: Figures include the number of students who study at different year levels of the programme in respective academic years.

Note 2: A total of 5 students dropped out in the 2023/24 academic year (first cohort).

The Government will maintain close liaison with VTC in reviewing the effectiveness of the pilot project and considering its long-term operation and arrangements.

VTC has always been committed to promoting VPET in secondary schools. Apart from the pilot project, VTC also engages schools, students and parents through various promotional activities to enhance the public’s understanding and perception towards VPET, and introduce to them diversified articulation pathways. To further promote VPET in secondary schools, VTC will extend the scope of VPET promotion to more secondary schools and reach out to junior secondary students, while deepening collaboration with the industries to provide

industry-specific activities for secondary schools and enhance students' understanding of the industries. The Government will continue to support VTC's efforts in this regard.

- End -

CONTROLLING OFFICER'S REPLY

EDB154

(Question Serial No. 2433)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned under the Programme that the student grant of \$2,500 for secondary day-school, primary school and kindergarten students will be abolished from the 2025/26 school year. Will the Education Bureau (EDB) please advise of the following –

- (1) the number of people thus affected and the measures available to help students and parents concerned;
- (2) the measures adopted by EDB to alleviate parents' financial burden at the beginning of a school year, relevant follow-up action and the expenditure involved in mitigating the impacts of abolishing the grant, especially the concern about textbook fees, given that the textbook prices have been rising in recent years and the General Studies for primary schools will be split into Primary Humanities and Primary Science in the coming year;
- (3) student grant has been considered one of the measures to promote family-friendliness and encourage childbearing. Has EDB assessed the impacts on relevant policies before the abolition and consulted the views of relevant policy bureaux in this regard?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 61)

Reply:

(1) to (3)

The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion, based on around 800 000 eligible students in Hong Kong each year. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances.

Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency (WFSFAA), such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by the Education Bureau.

Among these, the textbook grant under STAS is determined annually with reference to the costs of textbooks for Primary 1 to Secondary 6, based on a survey conducted before the start of each school year. It also takes into account the impacts of curriculum update. STAS also includes a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees.

In addition, schools can use SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools. As for kindergartens (KGs), the Kindergarten Education Scheme has been implemented starting from the 2017/18 school year, around 90% of KGs joining the Kindergarten Education Scheme (Scheme-KGs) operating half-day (HD) classes are free of charge, while the school fees for whole-day (WD) Scheme-KGs are maintained at a low level. Families with financial needs may apply for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) and the Grant for School-related Expenses, which are administered by WFSFAA, to defray expenses related to KG education. Starting from the 2022/23 school year, the fee remission ceiling under KCFRS has been uplifted from the 75th percentile in the past to the 100th percentile of the school fees charged by respective HD and WD Scheme-KGs, so that parents receiving full level of fee remission do not need to pay any difference in school fees.

- End -

CONTROLLING OFFICER'S REPLY

EDB155

(Question Serial No. 2434)

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 will enhance Hong Kong's development as an international hub for post-secondary education, and collaborate with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications. Please advise this Committee of the following –

- (1) the promotion strategies, measures, and collaboration with local post-secondary institutions for developing Hong Kong into an international post-secondary education hub; whether there are specific targets for student admission, and the expenditure involved;
- (2) whether the Government will assist institutions in developing a unified mechanism for vetting the eligibility of applicants for admission to enhance the gatekeeping role of institutions in the verification of academic qualifications in student admission; if no, of the reasons; and
- (3) the progress and the timetable of taking forward the mutual recognition of sub-degree level qualifications between the Government and the relevant Mainland authorities, as well as the areas of academic qualifications involved.

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 62)

Reply:

(1)

The 2023 Policy Address has set out clearly the strategic directions and objectives for enhancing the quality of education in Hong Kong, with a view to developing Hong Kong into an international education hub and a cradle of future talents. To press ahead with the relevant work, the Government is taking forward a series of specific policy initiatives, such as raising the enrolment ceiling of non-local students for publicly funded post-secondary

institutions, increasing the annual quota of the Belt and Road (B&R) Scholarship, and gradually expanding the quota of the Hong Kong PhD Fellowship Scheme.

To support universities' efforts to further promote the higher education of Hong Kong to the world, University Grants Committee (UGC) has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), which comprises the 8 UGC-funded universities, to participate in and organise various overseas activities. Such activities include jointly setting up a Hong Kong Pavilion in international expositions such as the annual conference and exhibition of NAFSA: Association of International Educators (NAFSA), the annual conference of the European Association for International Education (EAIE) and the annual conference of the Asia-Pacific Association for International Education (APAIE) to strengthen connections with the higher education sectors of various places and promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners, and visiting different places to recruit overseas students.

It has been planned that Hong Kong will participate in the following activities in 2025 –

- (a) the annual conference and exhibition of APAIE in Delhi, India in March 2025;
- (b) the annual conference and exhibition of NAFSA in San Diego, the United States in May 2025; and
- (c) the annual conference of the EAIE in Gothenburg, Sweden in September 2025.

Moreover, Hong Kong has just succeeded in its bid to host the APAIE 2026 Conference and Exhibition. Being one of the premier events for the global higher education community, APAIE Conference and Exhibition brings together leaders and representatives of the higher education sector from all over the world. With the successful bid to host APAIE, we can promote the “Study in Hong Kong” brand and showcase the city's remarkable achievements in higher education to the world, thereby elevating the international status of local universities. We may also take this opportunity to further deepen collaboration and exchanges among our post-secondary institutions with those around the world, thus expediting Hong Kong's development into an international hub for post-secondary education.

Furthermore, UGC-funded universities will continue to organise joint recruitment roadshows and join overseas education expos in an effort to recruit more students from around the world to study in Hong Kong. In the 2024/25 academic year, these universities have planned to organise nearly 200 overseas recruitment activities, many of which are targeted at B&R countries.

The Education Bureau (EDB) has signed 10 memoranda with countries along B&R to date, which demonstrates the Government's dedication to strengthening educational ties and exchanges with these countries. EDB will continue to co-operate with institutions to further enhance educational collaboration with the Association of Southeast Asian Nations and other B&R countries, and promote the B&R Scholarship. EDB will also support post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have a fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development.

Since the estimated expenditures on the relevant measures are subsumed under the recurrent expenditures of EDB and UGC, a breakdown is not available.

(2)

All of the 8 UGC-funded universities have formed academic boards/senates to take charge of academic matters, while their academic registries and/or graduate schools are responsible for the administration and gatekeeping of student admission and perform the task in adherence to the principles of merit-based selection, fairness and impartiality. These universities have rigorous admission standards and procedures as well as clear guidelines in place for stringent vetting of the academic qualifications, public examination results and relevant documents of students to be admitted. Generally speaking, verification is made through various channels, such as requiring the admitted students to arrange for direct dispatch of relevant proof of study (e.g. transcripts) by the respective awarding institutions to the universities concerned, checking with credible platforms (e.g. the China Higher Education Student Information website), verifying the results with the relevant examination boards directly, or requiring the applicants to arrange for direct dispatch of their results by the relevant examination boards to the universities concerned. Students may also be required to produce originals or certified copies of the certificates or transcripts for further checking when registering with the universities in Hong Kong as and when necessary. Those who are unable to furnish the required documents in the abovementioned process may have their admission offers rescinded or registration rejected. Universities will diligently undertake their gatekeeping responsibilities and clearly demonstrate their zero tolerance stance towards using fraudulent academic qualifications for admission application. If any violation is found, universities will take decisive disciplinary actions, including rescission of admission offers or expulsion, and refer the cases to relevant law enforcement and visa-issuing authorities for follow-up as appropriate.

(3)

The HKSAR Government has been proactively responding to and 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, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. We will continue to proactively follow up this matter with the relevant Mainland authorities. To more sharply differentiate the vocational and professional education and training (VPET) and academic pathways, EDB completed the Review of Sub-degree Education and promulgated the updated programme guidelines which enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree programmes. EDB will continue to review the effectiveness in a timely manner to provide flexible and diversified articulation pathways for young people.

- End -

CONTROLLING OFFICER'S REPLY

EDB156

(Question Serial No. 0082)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2025-26, the Government states that it will continue to implement measures to enhance Hong Kong's development as an international hub for post-secondary education. In this connection, please advise this Committee of the following –

Traditional academic training and studies of applied learning subjects are both important elements that make up an international hub for post-secondary education. However, Hong Kong used to place much more emphasis on the former than the latter. Last year, the Alliance of Universities of Applied Sciences (UAS) was formed under the support of the government to bolster the development of UAS. Will the Government consider the recommendation on upgrading the Technological and Higher Education Institute of Hong Kong into a UAS? If yes, what are the details? If no, what are the reasons?

Asked by: Hon LO Wai-kwok (LegCo internal reference no.: 30)

Reply:

To provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors, the Government has been promoting the establishment of universities of applied sciences (UAS), and, in February 2024, promulgated the criteria for qualifying as UAS along with the relevant mechanisms. Subsequently, the Government announced in March and November 2024 respectively that Hong Kong Metropolitan University (HKMU) and Saint Francis University had been confirmed as the first two UAS in Hong Kong after undergoing stringent procedures and reviews.

As mentioned in the 2024 Policy Address, the Government will continue to support the development of UAS, with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat is HKMU, which will take the lead in the development of the Alliance. The Education Bureau (EDB) has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been

actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

We will work with the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, in accordance with the established mechanism, to support aspiring post-secondary institutions to plan ahead and develop towards the direction of UAS. 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, one for becoming a private university and the other for UAS, may be combined.

- End -

CONTROLLING OFFICER'S REPLY

EDB157

(Question Serial No. 2007)

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 pointed out in paragraph 150 of the Budget Speech that self-financing post-secondary institutions complement publicly-funded institutions in providing diversified articulation pathways for young people. The Government has therefore launched a new round of the Land Grant Scheme (LGS) and the Start-up Loan Scheme (SLS), under which land sites are granted at a nominal premium with interest-free loans, so as to support capacity expansion and quality enhancement of self-financing institutions. The Education Bureau (EDB) also launched a new round of the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education (ESGS) to support the sustainable development of the sector. In this connection, please advise this Committee of the following –

- (1) EDB announced earlier that a land site would be granted to the successful institution applicant at a nominal premium through a Private Treaty Grant. Institutions could also apply for interest-free start-up loans to develop campuses and/or student hostels at the granted site or other readily available sites for operating locally-accredited self-financing full-time post-secondary programmes. The new round of LGS and SLS is open for application till 31 March. How many applications has EDB received by then? Are there any plans involving student hostels? If yes, how many student hostel places are involved?
- (2) According to the announcement made by EDB earlier, only 3 of the 11 applications in the 2023/24 ESGS were approved with a total grant of about \$92 million, covering the allied health, engineering and forensic psychology sectors. What were the assessment criteria? Of the unsuccessful applications, what were the academic disciplines or sectors involved?
- (3) How many student beneficiaries were there in the 2023/24 ESGS?
- (4) What is the amount of loan involved in this round of SLS? What is the expected number of student beneficiaries?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 31)

Reply:

(1) and (4)

On 30 December 2024, the Education Bureau (EDB) launched a new round of the Land Grant Scheme (LGS) and the Start-up Loan Scheme (SLS), with the application deadline set for 31 March 2025. EDB has been communicating with institutions that are interested in submitting applications for the above schemes and providing appropriate assistance. As at 26 March 2025, EDB had received 1 application for SLS. EDB, in collaboration with the Committee on Self-financing Post-secondary Education (CSPE), will vet the applications and announce the results in due course. Since the vetting process is still underway, the number of student beneficiaries and the amount involved are not yet available.

(2) and (3)

In the 2023/24 round of applications of the Enhancement and Start-up Grant Scheme for Self-financing Post-secondary Education (ESGS), 3 out of 11 applications were approved. Details of the related sectors, the amounts of grants approved, and the number of students benefitted for the approved projects are set out below –

Institution	Project	Related Industry/ Sector	Approved grant (\$ million)	No. of students benefitted (Note)
Hong Kong Metropolitan University	Establishment of Bachelor of Science with Honours in Diagnostic Radiography Programme	Allied health	38.2	240
Hong Kong Metropolitan University	Establishment of Applied Degree in Robotics and Automation Engineering	Engineering	38.9	240
Hong Kong Shue Yan University	Development of Bachelor of Social Sciences (Hons) in Forensic and Investigative Psychology Degree Programme	Forensic psychology	14.6	320

Note: The number of student beneficiaries is estimated by multiplying the maximum intakes per cohort provided by institutions with the committed minimum number of cohorts of student admission. In addition to the programmes covered by the projects, other students in the relevant institutions/faculties may also benefit from the equipment, facilities, teaching staff, etc. funded by ESGS.

Under ESGS, CSPE will advise the Secretary for Education on the merits of the applications, having regard to the following –

- (a) whether a programme under application is able to nurture talent for a specific industry that has been identified with a strong human resources need/gap that has not been filled;
- (b) whether a programme under application is in line with the relevant institution's strategic positioning in the sector and its academic development plan; and

- (c) the programme design, costs, financial sustainability, student admission plan, and any other relevant factors.

The Secretary for Education will consider the recommendations of CSPE and all relevant factors when making funding approval under ESGS. In the 2023/24 round of ESGS, a total of 8 projects were not approved, covering sectors such as business administration, psychology, early childhood education, innovative technology, creative industry, and allied health.

- End -

CONTROLLING OFFICER'S REPLY

EDB158

(Question Serial No. 1038)

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 stated in paragraph 153 of the Budget Speech that the Government will continue to attract more students, especially those from the Association of Southeast Asian Nations and other Belt and Road (B&R) countries, to study in Hong Kong through various measures, including the B&R Scholarship. In this connection, please advise this Committee of the following –

- (1) Please tabulate the number of students receiving funding from the B&R Scholarship and the amount of funding provided for them each year since its launch in the 2016/17 academic year.
- (2) Please specify the current surplus of the B&R Scholarship.
- (3) Has the Government considered further increasing the appeal of the B&R Scholarship? If yes, is there any plan to inject additional funding? If yes, what is the amount of the additional funding and the estimated increase in the number of student attracted?
- (4) In addition to the B&R Scholarship, does the Government have any current or future plans to allocate more financial resources to attract students from B&R countries to study in Hong Kong by, for example, providing tuition subsidies, maintenance grants, etc.?

Asked by: Hon MA Fung-kwok (LegCo internal reference no.: 30)

Reply:

(1)

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year. Thus far, over 680 students from 49 B&R countries have been awarded scholarships totalling about \$210 million.

The number of awardees and the total amount of scholarships awarded in the past 5 years (from the 2020/21 to 2024/25 academic years) are set out in the table below –

	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
No. of awardees	88	99	100	100	150
Total amount of scholarships awarded (\$ million)	23.8	29.6	34.5	39.2	53.3#

Figure for the 2024/25 academic year has yet to be audited.

(2)

The B&R Scholarship is one of the scholarships granted under the HKSAR Government Scholarship Fund (the Fund). As at early March 2025, the unaudited balance of the Fund is around \$4.66 billion (the principal of which is \$4.07 billion).

(3) and (4)

The Government injected an additional \$1 billion into the Fund in 2024 and has increased the scholarship places per annum from 100 to 150 starting from the 2024/25 academic year to attract more students from B&R countries to study in Hong Kong. We are also taking the following measures to enhance the attractiveness of the B&R Scholarship –

(i) Enhancement of publicity

Hong Kong has sound education infrastructure and is among the global top 5 on the relevant ranking of competitiveness. Our post-secondary education sector is highly internationalised and diversified, with 5 universities ranked among the world's top 100. The Government is establishing the "Study in Hong Kong" brand in collaboration with local post-secondary institutions by, among others, striving to host international education conferences and exhibitions, encouraging the local post-secondary institutions to enhance collaboration and exchange with their counterparts around the world in promoting the "Study in Hong Kong" brand on a global scale, and attracting more overseas students, especially those from the Association of Southeast Asian Nations and other B&R countries, to study in our city through the provision of scholarships and other incentives. The University Grants Committee (UGC) has been providing funding for universities to bolster their efforts on enhancing internationalisation and strengthening engagement with Mainland China. UGC has provided a funding of \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities and has set aside around \$10 million to support HUCOMSCI in launching a brand new project to promote Hong Kong's higher education to countries along B&R, which includes the formulation of publicity and promotion strategies as well as the production of publicity materials and videos, etc. HUCOMSCI has commenced the work and commissioned consultants to formulate the publicity and promotion strategy and conduct a market survey. In addition, the Government's overseas Hong Kong Economic and Trade Offices and relevant organisations from Hong Kong participate in publicity from time to time.

(ii) Enhancement of educational collaboration

The Education Bureau (EDB) has signed 10 memoranda with countries along B&R to date to strengthen educational ties and exchanges with these countries, while promoting the B&R Scholarship actively.

(iii) Complementary policies and support

The Government encourages and supports post-secondary institutions' efforts to enhance campus facilities and provide social and personal support to facilitate student integration, thereby enabling non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong; as well as the provision of information and support related to further studies and employment by these institutions, which offers non-local students a stronger incentive to stay in Hong Kong for development upon graduation.

Since its launch, the B&R Scholarship has been well-received by outstanding students from countries and regions along B&R and participating local universities. In the 5 academic years from 2020/21 to 2024/25, we received over 1 000 nominations from 66 B&R countries (including the 6 designated countries of the Scholarship), which included Central Asia, South and Southeast Asia, the Middle East, Europe, Africa, North America and South America.

The average utilisation rate of the yearly quota of the B&R Scholarship in the past 5 academic years was over 97%, and all places were fully utilised in the past 3 academic years.

The B&R Scholarship places per annum have been increased to 150 after a 50% rise with effect from the 2024/25 academic year. The Government has no plans at present to further increase the scholarship places or provide the relevant students with tuition subsidies, maintenance grants, etc. We understand that, besides the Government, post-secondary institutions and other public or private organisations offer various scholarships and award schemes to provide financial support for students' studies in Hong Kong.

- End -

CONTROLLING OFFICER'S REPLY

EDB159

(Question Serial No. 2123)

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 clearly stated in the 2024-25 Estimates that the Education Bureau will “provide Mainland exchange opportunities for students, and organise Mainland study tours for all students taking the senior secondary subject of Citizenship and Social Development (CS)”. However, in the 2025-26 Estimates, it is only briefly mentioned that “the Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional exchange programmes for teachers”, with the specific commitment to organising Mainland study tours for CS students being omitted. In this connection, please advise this Committee of the following –

- (a) What are the specific budgets allocated for student Mainland exchange programmes in 2024-25 and 2025-26 respectively? Among them, how much funding has been specifically allocated for Mainland study tours related to the CS subject? Please provide a breakdown of expenditure for these two years, including transportation, accommodation, visiting activities and teaching materials.
- (b) Based on budgetary planning, what specific changes can be expected in the number of students participating in Mainland exchanges between the two years? In particular, will there be a decrease in the number of senior secondary CS students participating in Mainland study tours? Please provide a breakdown by school net, district and grade level.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 1)

Reply:

(a) and (b)

The Education Bureau (EDB) has been providing students with opportunities for Mainland exchanges and study tours in line with our country's latest development and the school curriculum, enabling students to gain first-hand experience of the development of our country in different aspects from multiple perspectives and consolidate and deepen what they have learnt in class, with a view to enhancing their understanding of our country and strengthening their sense of national identity.

EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. 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 resumed Mainland exchange programmes for students in the 2023/24 school year and the responses from schools have been positive. The numbers of students joining Mainland exchange programmes in the 2024/25 and 2025/26 school years and the expenditures involved are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2024/25 ⁺	81 000	114.9
2025/26 ⁺⁺	108 500	113.0

[@] Relevant expenditures include expenses on transportation, accommodation, learning activities and teaching materials; and manpower resources required for the provision of 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. The estimated annual expenditure is \$116 million. 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. The numbers of students joining CS Mainland study tours and the expenditures involved from the 2024/25 to 2025/26 school years are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2024/25 ⁺	50 400	86.2
2025/26 ⁺⁺	50 000	116.0

[@] Relevant expenditures include expenses on transportation, accommodation, learning activities and teaching materials; and manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Provisional figures

⁺⁺ Estimated figures

- End -

CONTROLLING OFFICER'S REPLY

EDB160

(Question Serial No. 2124)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

The Government launched the Belt and Road (B&R) Scholarship in the 2016/17 academic year to enhance Hong Kong's attractiveness to students of the Association of Southeast Asian Nations and other places. As mentioned in this year's Budget, the Government will continue to attract more students to study in Hong Kong through the B&R Scholarship. In this regard, please provide the following information –

- (a) What is the total number of student beneficiaries as at March 2025, categorised by country and region? How many of them have stayed in Hong Kong?
- (b) What is the amount of expenditure involved?
- (c) What are the three most popular professions pursued by the student beneficiaries?
- (d) Does the Government have a grasp of the post-graduation life and employment of the student beneficiaries in Hong Kong? Please provide relevant data by year, profession and country.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 2)

Reply:

(a), (b) and (c)

The annual quota for the Belt and Road (B&R) Scholarship has been gradually increased from the initial 10 places since its launch in the 2016/17 academic year, and has been increased by 50% to 150 places with effect from the 2024/25 academic year.

The numbers of awardees and the total amount of scholarships awarded in the past 5 years (from the 2020/21 to 2024/25 academic years) are set out in the table below –

	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
No. of awardees	88	99	100	100	150
Total amount of scholarships awarded (\$ million)	23.8	29.6	34.5	39.2	53.3#

Figures for the 2024/25 academic year has yet to be audited.

Distribution of awardees by place of origin and discipline is set out at **Annex**. A majority of these awardees studied Engineering and Technology, Sciences and Business Administration.

(d)

Awardees generally indicated in their applications an intention to work, start businesses or pursue further studies in Hong Kong upon completion of their studies. However, the Education Bureau (EDB) does not maintain statistics on the number of the B&R Scholarship awardees staying in Hong Kong for development after graduation.

The Government and institutions have implemented various measures to encourage non-local students, including the B&R Scholarship awardees, to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from 12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Exchange network

EDB has organised 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. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The B&R Scholarship awardees' pursuit of further studies in Hong Kong is highly beneficial to enhancing the city's internationalisation and campus diversification, and fostering Hong Kong's development into an international hub for post-secondary education. These awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

The Government will continue to review the effectiveness of various measures, and introduce new measures or enhance the existing ones when necessary, with a view to attracting non-local graduates to stay in Hong Kong for development.

Number of the Belt and Road Scholarship awardees in the past 5 academic years

(i) Distribution of awardees by place of origin

Place of origin	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
1. Armenia	1	1	-	-	-
2. Azerbaijan	-	-	-	-	3
3. Bangladesh	7	9	10	8	7
4. Bosnia and Herzegovina	-	-	1	-	-
5. Bulgaria	-	1	-	-	-
6. Cameroon	-	-	-	-	1
7. Costa Rica	-	-	1	-	-
8. Cyprus	-	-	-	1	1
9. Dominican Republic	-	-	-	-	1
10. Egypt	-	1	1	2	1
11. Ethiopia	4	-	3	5	7
12. Georgia	-	-	-	1	-
13. Ghana	3	6	3	2	5
14. Indonesia	12	12	11	11	10
15. Iran	2	1	-	-	1
16. Israel	-	-	1	-	-
17. Italy	1	-	2	1	-
18. Jordan	-	-	-	-	1
19. Kazakhstan	7	10	7	9	10
20. Kenya	-	-	-	-	1
21. Korea	3	4	2	1	-
22. Kyrgyzstan	-	-	1	2	2
23. Malaysia	10	12	13	11	11
24. Maldives	-	1	-	-	-
25. Mongolia	1	1	2	5	5
26. Morocco	-	-	-	-	1
27. Myanmar	7	7	8	11	11
28. Nepal	2	3	-	-	4
29. Nigeria	1	1	1	-	2
30. Pakistan	3	8	6	7	22
31. Palestine	-	1	-	-	-
32. Philippines	1	4	6	3	6
33. Poland	-	-	-	-	3
34. Romania	1	-	-	-	-
35. Russia	3	1	4	2	4
36. Serbia	-	-	-	1	1
37. Singapore	1	1	-	-	1
38. Sri Lanka	5	2	2	-	-
39. Tajikistan	1	-	-	-	1
40. Thailand	10	8	11	11	10

Place of origin	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
41. Türkiye	1	2	1	2	3
42. Ukraine	-	1	-	-	-
43. Uzbekistan	-	-	-	-	1
44. Vietnam	1	1	3	4	13
Total	88	99	100	100	150

(ii) Distribution of awardees by discipline

Discipline	Academic year				
	2020/21	2021/22	2022/23	2023/24	2024/25
Architecture	-	-	-	-	1
Arts	-	4	3	6	3
Design and Performing Arts	2	-	1	1	6
Business Administration	23	16	18	24	30
Journalism and Communication	1	2	4	2	2
Computer and Information Technology	8	11	2	9	14
Education	2	2	-	4	2
Engineering and Technology	23	30	28	21	36
Law	-	1	4	1	3
Medicine and Health	6	5	7	3	2
Sciences	14	17	27	21	35
Social Sciences	9	11	6	8	16
Total	88	99	100	100	150

- End -

CONTROLLING OFFICER'S REPLY

EDB161

(Question Serial No. 2125)

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 Estimates that the Education Bureau will continue to collaborate with relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications. Please provide the following information –

- (a) What are the expenditures and staff establishment involved in taking forward the above work?
- (b) What is the current progress on taking forward the mutual recognition of sub-degree level qualifications?
- (c) Has the Government estimated the number of sub-degree graduates who will apply for mutual recognition in the first year of policy implementation?
- (d) Does the Government plan to update the Memorandum of Understanding between the Mainland and Hong Kong on Mutual Recognition of Academic Degrees in Higher Education to keep pace with the times, and relax the restrictions on higher education institutions of Mainland provinces and municipalities? What are the estimated manpower and expenditures involved?

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

Reply:

(a)
As taking forward the mutual recognition of sub-degree level qualifications is part of EDB's regular work, EDB is using its existing resources to carry out the relevant work. The expenditure involved is subsumed within the departmental expenditure of EDB, a breakdown is not available.

(b) to (d)

The HKSAR Government has been proactively responding to and 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, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. We will continue to proactively follow up this matter with the relevant Mainland authorities. To more sharply differentiate the vocational and professional education and training (VPET) and academic pathways, the Education Bureau (EDB) completed the Review of Sub-degree Education and promulgated the updated programme guidelines which enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree programmes. EDB will continue to review the effectiveness in a timely manner to provide flexible and diversified articulation pathways for young people. Furthermore, we will continue to explore with the Ministry of Education (MoE) feasible enhancement measures regarding the arrangements for Mainland students to study in Hong Kong, including timely updates of relevant documents, with a view to achieving the abovementioned policy objectives.

When there are any updates to the list of higher education institutions in the Annex of the Memorandum of Understanding between the Mainland and Hong Kong on Mutual Recognition of Academic Degrees in Higher Education, MoE and EDB will notify each other to ensure that the other party maintains the latest list of higher education institutions for mutual recognition. As the expenditure involved is subsumed within the departmental expenditure of EDB, a breakdown is not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB162

(Question Serial No. 2126)

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:

With the support from the Education Bureau, the Vocational Training Council launched the pilot Diploma of Vocational Education (Senior Secondary Curriculum) programme in the 2023/24 academic year. Please provide the following information –

- (a) the number of students benefitted from the pilot programme to date, and the number of students who have opted for the Diploma of Vocational Education under the pilot programme;
- (b) the expenditure and manpower involved in the pilot programme;
- (c) any future possibility of extending the pilot programme to junior secondary level so as to develop in students a positive attitude towards vocational and professional education and training at an earlier stage and facilitate career planning;
- (d) the manpower resources provided for Hong Kong annually on account of the pilot programme, with a breakdown by industry and trade.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 4)

Reply:

(a) to (d)

In the 2023/24 academic year, the Vocational Training Council (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 first batch of students under the pilot project is expected to graduate in the 2025/26 academic year at the earliest. Graduates with DVE(SSC) qualification can apply for relevant higher diploma programmes offered by VTC, as well as sub-degree programmes offered by other institutions.

The pilot project enables students to have an early exposure to VPET and explore their interests, thereby broadening their VPET articulation pathways. Under the pilot project, VTC has offered courses covering 2 subject areas, namely “Hospitality” and “Information Technology”, for the 2023/24 and 2024/25 academic years. The total expenditure involved is about \$4.4 million. The total number of participating secondary schools and the number of students benefitted are as follows –

	Total no. of participating secondary schools	Subject area	No. of participating students in the academic year	Total no. of participating students ¹
2023/24 academic year	3	Hospitality	18	18
		Information Technology	33	33
2024/25 academic year	9	Hospitality	75	93
		Information Technology	77	105 ²

Note 1: Figures include the number of students who study at different year levels of the project in respective academic years.

Note 2: A total of 5 students dropped out in the 2023/24 academic year (first cohort).

The Government will maintain close liaison with VTC in reviewing the effectiveness of the pilot project and considering its long-term operation and arrangements.

VTC has always been committed to promoting VPET in secondary schools. Apart from the pilot project, VTC also engages schools, students and parents through various promotional activities to enhance the public’s understanding and perception towards VPET, and introduce to them diversified articulation pathways. To further promote VPET in secondary schools, VTC will extend the scope of VPET promotion to more secondary schools and reach out to junior secondary students, while deepening collaboration with the industries to provide industry-specific activities for secondary schools and enhance students’ understanding of the industries. The Government will continue to support VTC’s efforts in this regard.

- End -

CONTROLLING OFFICER'S REPLY

EDB163

(Question Serial No. 2127)

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 noted from paragraph 14 of both the 2024-25 estimate and the 2025-26 estimate that the Life-wide Learning and Sister School Grant, as consolidated from existing grants, will be provided for public sector and Direct Subsidy Scheme primary schools starting from the 2025/26 school year; and there will be a similar initiative of consolidating the grants for secondary schools according to paragraph 20 of the estimates of these 2 years. In this connection, will the Government advise this Committee of the following –

- (a) What is the total estimated amount of these consolidated grants in 2025-26?
- (b) What are the specific requirements and guidelines for the usage of these consolidated grants in promoting national education, national security education and patriotic education? Are schools required to develop designated curriculum planning, activity framework or learning outcomes?
- (c) Upon consolidation of the grants, are schools required to set aside a certain proportion or amount of these resources for the activities related to national education, national security education or patriotic education? If yes, what is the specific proportion?

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 5)

Reply:

(a) to (c)

Starting from the 2025/26 school year, the Education Bureau (EDB) will provide public sector and Direct Subsidy Scheme schools with the Life-wide Learning and Sister School Grant, as consolidated from existing Life-wide Learning Grant, the Grant for the Sister School Scheme and the Subsidy for the Outdoor Education Camp Scheme, with a view to improving flexibility, utilisation and synergy for schools to holistically plan and arrange various learning activities (including Mainland and local educational tours and exchange activities) in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools, etc. This initiative aims to enrich students' learning experience, consolidate and

deepen what they have learnt in class, and enable them to gain first-hand experience of national development in various aspects from multiple perspectives, thereby enhancing their understanding of our country and strengthening their sense of national identity. EDB plans to announce relevant arrangements to schools and hold briefing sessions on implementation details in mid-2025.

- End -

CONTROLLING OFFICER'S REPLY

EDB164

(Question Serial No. 0936)

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 under this programme is to promote national education, which includes “offering 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 2025-26, as well as the work undertaken and the effectiveness thereof. Please also advise on the specific work plans for 2025-26, as well as the estimated expenditure, manpower and key performance indicators thereof.

Asked by: Hon NG Kit-chong, Johnny (LegCo internal reference no.: 34)

Reply:

The Education Bureau (EDB) has been adopting a “multi-pronged and co-ordinated” approach, which includes 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 and study tours for students and professional exchanges among teachers are integral parts of the work on these fronts.

Mainland exchange programmes for students

EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. 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 resumed Mainland exchange programmes for students in the 2023/24 school year, and the responses from schools have been positive. The numbers of students joining Mainland exchange programmes in the 2024/25 and 2025/26 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)[@]
2024/25 ⁺	81 000	114.9
2025/26 ⁺⁺	108 500	113.0

[@] Manpower resources required for the provision of 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. The numbers of senior secondary students joining CS Mainland study tours and the expenditures involved in the 2024/25 and 2025/26 school years are set out as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure/Estimated Expenditure (\$ million)[@]
2024/25 ⁺	50 400	86.2
2025/26 ⁺⁺	50 000	116.0

[@] Manpower resources required for the provision of relevant activities are subsumed under the recurrent expenditure of EDB

⁺ Provisional figures

⁺⁺ Estimated figures

As mentioned in the Chief Executive's 2024 Policy Address, Mainland exchange programmes and study tours for students will provide at least 30 routes with "red resources" starting from the 2024/25 school year. EDB will incorporate more relevant visiting spots, including historical sites, museums, thematic memorial halls, etc., as well as learning activities in the exchange programmes and study tours to enhance students' understanding of the revolutionary stories and arduous struggles of revolutionary predecessors, thereby fostering their patriotic spirit.

Professional exchanges among teachers

EDB has been actively providing teachers with opportunities for Mainland training and professional exchanges, such as organising Mainland study tours for newly-joined teachers, promoted teachers and in-service teachers, with a view to enabling them to 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 through direct personal observation and experience, school visits and professional sharing with Mainland teachers, as well as visits to enterprises and cultural sites. In the 2024/25 school year, EDB has organised about 41 Mainland study tours for a total of 4 640 teachers, including newly-joined teachers in publicly-funded schools, promoted teachers in public sector schools and in-service teachers. Participating teachers gave very positive feedback on Mainland study tours and considered that the tours enabled them to have a deeper understanding of the Mainland's development in different aspects. In the 2025/26 school year, EDB will continue

to organise diversified Mainland professional exchange activities for teachers, providing about 5 410 training places.

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

School year	Expenditure (\$ million) [@]
2024/25 ⁺	47.3
2025/26 ⁺⁺	40.3

[@] 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

EDB165

(Question Serial No. 0937)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in Matters Requiring Special Attention in 2025-26 under this Programme that the Education Bureau will “strengthen gifted education by enhancing support for the Hong Kong Academy for Gifted Education and offering more off-school educational services for gifted students in targeted fields, such as STEAM, through training, activities and competitions at the territory-wide, national and international levels”. Will the Government inform this Committee of the work undertaken on the promotion of gifted education (especially in the field of STEAM) in the past year, as well as the expenditure and the effectiveness thereof? What is the expenditure on the promotion of gifted education in 2025-26? Are there specific work plans and key performance indicators in place? Will additional resources be allocated to enhance STEAM education to meet the long-term needs of Hong Kong’s development of innovation and technology industry?

Asked by: Hon NG Kit-chong, Johnny (LegCo internal reference no.: 35)

Reply:

The Education Bureau (EDB) has been providing ongoing support for the Hong Kong Academy for Gifted Education (HKAGE) to take forward more and wider student activities for the gifted, including collaboration with various organisations to organise, train or send representatives to participate in more territory-wide/cross-territory/national/international competitions and activities related to science and innovation and technology (I&T), so that gifted students will have more opportunities to showcase their talents. For those exceptionally gifted, more advanced programmes specific to STEAM-related areas have been provided. EDB has also been subsidising various organisations to provide Off-school Advanced Learning Programmes (OSALPs) for exceptionally gifted primary and secondary students.

In the past school year (2023/24), a total of around 9 300 gifted students participated in the advanced programmes organised by HKAGE and OSALPs offered by external professional organisations. They have won many awards and prizes in territory-wide/cross-territory/national/international competitions. In the 2024/25 and 2025/26 school years,

HKAGE aims to provide at least 8 000 places for relevant competitions and training. In the 2023/24 and 2024/25 school years, the amounts of grants awarded under the Gifted Education Fund are around \$72 and \$76 million respectively. The estimated expenditure in the 2025/26 school year is expected to be comparable to that in the 2024/25 school year.

In addition, EDB continues to support schools in setting up and making effective use of school-based student talent pool through ongoing efforts such as organising teacher professional development events and compiling curriculum resources, with a view to facilitating schools' identification and grooming of gifted talents (including gifted students with potential in STEAM). At present, over 75% of publicly-funded primary and secondary schools have set up school-based student talent pool to identify and nurture more students with potential. In the 2025/26 school year, EDB will continue to encourage more schools to establish talent pool.

In the 2025/26 school year, apart from the work mentioned above, EDB will continue to step up the promotion of STEAM education in primary and secondary schools, and enhance information technology in education to facilitate the integration of I&T in education for the development of digital education. By optimising the curriculum, enhancing teacher training, and organising STEAM/I&T-related learning activities in collaboration with relevant I&T organisations, EDB is committed to creating a learning atmosphere of science and I&T and cultivating students' interests and ability in learning science, mathematics and I&T as well as their digital literacy from an early age, so as to enable students to embrace the opportunities brought by the development of I&T, ultimately providing talent support for developing Hong Kong into an international I&T hub.

- End -

CONTROLLING OFFICER'S REPLY

EDB166

(Question Serial No. 1000)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in paragraphs 155 to 156 of the Budget Speech that, to stimulate primary and secondary school students' interest in innovation and technology (I&T), more than 100 technology enterprises have been invited to engage in interactions and exchanges with students to share frontier exploration and start-up experience in technology through organising product display in schools, site visits, etc., in the coming year. The Government is also encouraging technology enterprises in Hong Kong to provide resources, technical guidance and practice scenarios for technology education such as coding and AI learning in schools, with a view to further enhancing young people's interest and capability in I&T application through integrating theoretical learning and practical application. In this connection, please advise this Committee of the following –

- (1) It is stated in paragraph 20 under Programme (4) that, during 2025-26, the Education Bureau will continue to renew the Secondary School curriculum and enhance teaching and learning support. What are the details and estimated expenditures?
- (2) There are views that STEAM education in Hong Kong, which is driven by policies and implemented by schools and teachers, lacks appropriate curriculum frameworks and assessment frameworks. Will the Government actively communicate with local technology enterprises to incorporate professionally-designed features into STEAM education in Hong Kong in the process of curriculum renewal to meet the development needs of society?
- (3) It is mentioned in paragraph 151 of the Budget Speech that the Government will enhance talent admission schemes by allowing young non-degree talents with professional and technical qualifications and experience to come to Hong Kong to join skilled trades facing manpower shortage. Will the Government consider enhancing the consistency of policy directions by providing young overseas students pursuing vocational and professional education and training in Hong Kong, especially those from the Belt and Road countries, with incentives such as subsidies on tuition and housing, measures to help them adapt to local life and tax allowances for working in Hong Kong in the first 3

years after graduation to attract more students to “study in Hong Kong” and join the local workforce?

- (4) The Alliance of Universities of Applied Sciences (the Alliance) launched last year has been granted a start-up fund of \$100 million by the Government. What are the current uses of and the service performance indicators for the fund?
- (5) Launched last year, the Alliance has received support from numerous enterprises, chambers of commerce, industry organisations, think tanks, quasi-government organisations, and educational and charitable organisations. Will the Government consider further capitalising on the close relationship between the Alliance and the industries and stepping up efforts to promote co-operation among member institutions, commercial organisations and relevant quasi-government organisations so as to build career ladders with clear steps of progression and provide internship and employment opportunities that are more direct and well-matched, with a view to increasing the enrolment of students aspiring to join the industrial sector?

Asked by: Hon TAN Sunny (LegCo internal reference no.: 4)

Reply:

(1)

The Chief Executive’s 2024 Policy Address underscores the promotion of STEAM (Science, Technology, Engineering, the Arts and Mathematics) education in primary and secondary schools. Relevant policy initiatives include renewing the junior secondary Science curriculum, strengthening the interface between the primary and secondary levels for enhancing students’ scientific thinking and fostering innovation. The updated curriculum will be implemented at Secondary 1 in all secondary schools in Hong Kong from the 2027/28 school year, and schools can pilot the updated curriculum content as early as the 2025/26 school year. To assist teachers in preparing for the updated curriculum, the Education Bureau (EDB) will introduce various support measures. These include offering professional training, establishing learning circles to enable teachers to better understand the updated curriculum content and teaching strategies, and providing learning and teaching resources in line with the updated curriculum for teachers’ reference and use.

The expenditure involved in promoting science education in secondary schools (including special schools) is subsumed under the overall expenditure of EDB, and a breakdown is therefore not available.

(2)

Regarding the renewal of STEAM-related curriculum for primary and secondary schools, the current advisory committees on curriculum development, including those related to science, and innovation and technology (I&T) under the Curriculum Development Council, comprise not only principals, teachers and EDB officers, but also representatives from STEAM-related professional bodies and I&T organisations, as well as experts and academics. These stakeholders will actively engage in dialogue and provide professional advice on the emphases and content of the renewed curriculum, ensuring that it evolves with the times and is designed to meet the needs of societal development. In addition, to align with the renewed curriculum, EDB continuously collaborates with I&T organisations, tertiary institutions and professional bodies such as Cyberport and professional engineering associations to organise

training activities, workshops and sharing sessions to help teachers stay updated with I&T developments and enhance their professional capacity to incorporate I&T learning elements into their teaching.

(3)

The Labour and Welfare Bureau, in collaboration with the Vocational Training Council (VTC), has launched the Vocational Professionals Admission Scheme (VPAS) to attract non-local students to enrol in eligible full-time Higher Diploma (HD) (2-year) programmes of Government-designated skill trades at VTC, and encourage them to remain in Hong Kong to work in the relevant skilled trades upon graduation. VPAS has been implemented on a pilot basis for 2 years starting from the 2024/25 academic year. VTC will provide a series of internship and employment support for non-local students under VPAS to help them gain an understanding of the local employment market and assist them in finding jobs relevant to their disciplines after graduation. EDB will also continue to support the related efforts of the relevant policy bureau and VTC.

(4) and (5)

The Government has all along supported the development of universities of applied sciences (UAS), with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat is the Hong Kong Metropolitan University, which will take the lead in the development of the Alliance. EDB has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB167

(Question Serial No. 0847)

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 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 in the territory;
- (2) regarding the demographic changes in student population, small class teaching (SCT) and the arrangement for allocating more students per P1 class, the number of primary schools implementing SCT with a class size of 25 by school net in each district 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.: 1)

Reply:

(1)

The projected mid-year school-age populations aged 6 and 12 residing in Hong Kong in 2025 are tabulated at Annex 1. These age groups are considered suitable for Primary One (P1) and Secondary One (S1) education respectively in the 2025/26 school year.

(2) and (3)

In the 2024/25 school year, the Education Bureau (EDB) has implemented small class teaching (SCT) in over 90% (411 schools) of public sector primary schools in Hong Kong. With an increase of 9 additional schools in the 2025/26 school year and further 7 additional schools in the 2026/27 school year, it is expected that over 95% of public sector primary schools will implement SCT by then. 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 2024/25 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 2025**

District	Aged 6	Aged 12
Central & Western	1 400	1 700
Wan Chai	900	1 100
Eastern	2 800	3 600
Southern	1 500	2 000
Sham Shui Po	3 100	3 700
Yau Tsim Mong	1 900	2 300
Kowloon City	2 900	3 700
Wong Tai Sin	2 100	2 700
Kwun Tong	4 000	5 500
Tsuen Wan	2 200	2 500
Tuen Mun	3 700	4 200
Yuen Long	4 700	5 300
North	2 400	2 700
Tai Po	2 300	2 500
Sha Tin	4 600	6 000
Sai Kung	3 400	4 000
Islands	1 800	1 900
Kwai Tsing	3 000	3 600
All districts	48 600	58 800

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 2024/25 school year**

District [school nets 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 [School Net 11]	16	16 [100.0]	0 [0.0]	1 125	1 111	7 750	7 037
Wan Chai [School Net 12]	14	14 [100.0]	0 [0.0]	1 250	1 170	7 750	7 412
Eastern [School Nets 14 & 16]	24	24 [100.0]	0 [0.0]	2 150	1 971	14 916	13 368
Southern [School Net 18]	9	9 [100.0]	0 [0.0]	625	517	4 605	3 843
Sham Shui Po [School Net 40]	21	12 [57.1]	9 [42.9]	2 260	2 169	14 873	14 419
Yau Tsim Mong (Note 3) [School Nets 31 & 32]	18	15 [83.3]	3 [16.7]	1 775	1 657	11 767	10 987
Kowloon City (Note 3) [School Nets 34, 35 & 41]	34	24 [70.6]	10 [29.4]	3 005	2 855	18 965	17 954
Wong Tai Sin [School Nets 43 & 45]	23	23 [100.0]	0 [0.0]	1 900	1 711	13 225	12 160
Kwun Tong [School Nets 46 & 48]	32	32 [100.0]	0 [0.0]	3 275	3 036	22 441	21 250
Tsuen Wan [School Net 62]	18	18 [100.0]	0 [0.0]	1 700	1 644	12 089	11 353
Tuen Mun [School Nets 70 & 71]	34	34 [100.0]	0 [0.0]	3 225	3 037	20 940	19 734
Yuen Long [School Nets 72, 73 & 74]	45	41 [91.1]	4 [8.9]	4 240	4 079	27 640	25 627
North [School Nets 80, 81 & 83]	30	30 [100.0]	0 [0.0]	2 525	2 476	16 520	16 486
Tai Po (Note 3) [School Net 84]	19	17 [89.5]	2 [10.5]	1 820	1 734	12 055	11 449
Sha Tin (Note 4) [School Nets 88, 89 & 91]	39	32 [82.1]	7 [17.9]	3 725	3 508	25 916	23 998
Sai Kung [School Net 95]	22	22 [100.0]	0 [0.0]	2 000	1 739	13 025	11 123
Islands [School Nets 96, 97, 98 & 99]	16	16 [100.0]	0 [0.0]	1 125	1 004	6 660	6 092
Kwai Tsing [School Nets 64, 65 & 66]	32	32 [100.0]	0 [0.0]	2 525	2 366	17 065	16 013
Total in Hong Kong	446	411 [92.2]	35 [7.8]	40 250	37 784	268 202	250 305

Notes:

- (1) Figures refer to schools participating in POA 2024.
- (2) Figures on total number of P1 students in the 2024/25 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 9 public sector primary schools in the districts concerned will start implementing SCT in the 2025/26 school year.
- (4) A total of 7 public sector primary schools in the districts concerned will start implementing SCT in the 2026/27 school year.

- End -

CONTROLLING OFFICER'S REPLY

EDB168

(Question Serial No. 0848)

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 2024/25 school years, as well as the latest projection of the supply and demand of S1 places under SSPA 2025;
- (2) the supply and demand of Primary One (P1) places under the Primary One Admission (POA) System from the 2020/21 to 2024/25 school years, as well as the latest projection of the supply and demand of P1 places under POA 2025;
- (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 5 years and the projection for 2025;
- (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 5 years and the projection for 2025?

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

Reply:

(1) to (4)

Secondary One (S1) places

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.

The numbers of students participated in SSPA 2020 to SSPA 2024 (i.e. for admission to S1 from the 2020/21 to 2024/25 school years respectively) are 54 112, 52 055, 49 448, 50 508 and 51 393 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 2024/25 school years are at [Annex 2](#). As SSPA 2025 has not yet completed, relevant figures for the 2025/26 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 other districts. 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 in the CA stage (if applicable) are included in the number of places offered by secondary schools and the projected number of school places in the school nets of SSPA 2020 to SSPA 2025, 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.

Primary One (P1) places

The Primary One Admission (POA) System is divided into 2 stages: DP and CA. During the DP stage, parents may apply to any one of the public sector primary school unrestricted by the school net in which they reside. Children who have not secured 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.

The numbers of children participated in POA 2020 to POA 2024 (i.e. for admission to P1 from the 2020/21 to 2024/25 school years respectively) and were allocated a P1 place (i.e. participating in POA eventually) are 49 721, 46 782, 45 240, 41 546 and 39 784 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 2024/25 school years are at [Annex 4](#). As POA 2025 has not yet completed, relevant figures for the 2025/26 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 2020 to POA 2025 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.

Numbers of students participating in SSPA 2020 to SSPA 2024

School net	2020	2021	2022	2023	2024
Central & Western	1 655	1 585	1 409	1 386	1 487
Wan Chai	1 725	1 656	1 507	1 516	1 457
Eastern	3 172	2 918	2 818	2 786	3 010
Southern	1 122	1 027	969	975	1 027
Sham Shui Po	3 195	3 113	2 945	3 153	3 146
Yau Tsim Mong	1 946	1 871	1 815	1 804	1 909
Kowloon City	5 279	5 037	4 545	4 574	4 838
Wong Tai Sin	2 283	2 384	2 322	2 253	2 282
Kwun Tong	4 731	4 403	4 213	4 247	4 372
Tsuen Wan	1 760	1 808	1 678	1 743	1 695
Tuen Mun	4 084	3 973	3 766	3 981	3 845
Yuen Long	5 527	5 202	4 901	4 876	4 731
North	3 378	3 222	3 296	3 524	3 482
Tai Po	2 373	2 198	2 161	2 103	2 264
Sha Tin	5 135	4 965	4 695	4 981	5 018
Sai Kung	2 389	2 280	2 122	2 178	2 206
Islands	816	899	905	1 027	1 103
Kwai Tsing	3 542	3 514	3 381	3 401	3 521
Total	54 112	52 055	49 448	50 508	51 393

Note: Figures exclude late applicants.

Numbers of S1 operating classes, places and students in public sector schools from the 2020/21 to 2024/25 school years

District	2020/21 school year			2021/22 school year			2022/23 school year			2023/24 school year			2024/25 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	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	39	1 316	1 230
Wan Chai	58	1 907	1 688	58	1 874	1 555	54	1 742	1 472	51	1 676	1 485	51	1 643	1 505
Eastern	100	3 196	2 828	94	2 998	2 612	94	3 031	2 586	89	2 899	2 596	90	2 932	2 796
Southern	45	1 438	1 164	44	1 438	1 098	44	1 339	998	44	1 405	1 096	44	1 339	1 181
Sham Shui Po	73	2 373	2 265	73	2 373	2 251	73	2 373	2 195	73	2 373	2 297	73	2 373	2 320
Yau Tsim Mong	61	1 881	1 743	60	1 848	1 702	60	1 881	1 649	60	1 848	1 775	61	1 914	1 842
Kowloon City	130	4 362	3 985	130	4 362	3 884	128	4 263	3 790	128	4 296	4 061	128	4 296	4 124
Wong Tai Sin	85	2 775	2 481	84	2 709	2 428	83	2 676	2 238	83	2 643	2 431	84	2 676	2 580
Kwun Tong	117	3 732	3 555	113	3 630	3 424	112	3 597	3 318	112	3 597	3 417	113	3 630	3 515
Tsuen Wan	51	1 707	1 545	51	1 707	1 563	50	1 674	1 468	50	1 674	1 599	50	1 674	1 639
Tuen Mun	140	4 402	4 051	137	4 402	3 918	135	4 303	3 748	138	4 402	4 114	139	4 435	4 145
Yuen Long	155	5 035	4 669	143	4 636	4 374	137	4 445	4 146	137	4 478	4 314	138	4 478	4 330
North	95	3 128	2 934	94	3 128	2 836	96	3 196	2 906	93	3 128	3 048	93	3 128	3 082
Tai Po	77	2 442	2 213	72	2 310	2 056	69	2 211	2 021	69	2 211	2 095	70	2 244	2 191
Sha Tin	165	5 304	4 883	163	5 208	4 669	151	4 842	4 380	153	4 875	4 675	155	4 941	4 830
Sai Kung	72	2 404	2 215	72	2 404	2 049	70	2 305	1 814	70	2 305	1 943	70	2 305	2 024
Islands	25	731	675	25	731	675	25	731	665	27	797	745	30	863	823
Kwai Tsing	122	3 960	3 692	122	3 960	3 618	122	3 894	3 405	122	3 960	3 589	123	3 960	3 808
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	1 551	50 147	47 965

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 2020 to POA 2024

P1 school net	2020	2021	2022	2023	2024
11	1 295	1 134	1 096	973	896
12	972	956	916	758	842
14	1 332	1 241	1 099	1 024	929
16	1 549	1 469	1 321	1 295	1 193
18	1 061	1 001	937	868	806
31	1 006	949	810	779	746
32	972	911	898	805	721
34	1 892	1 747	1 621	1 475	1 552
35	773	792	758	623	597
40	2 872	2 729	2 697	2 622	2 449
41	866	748	749	688	670
43	880	899	839	807	726
45	1 308	1 235	1 249	1 117	1 115
46	1 308	1 149	1 084	1 002	953
48	2 986	2 836	2 738	2 537	2 379
62	2 361	2 190	1 966	1 799	1 704
64	808	822	825	716	696
65	1 322	1 234	1 229	1 102	1 030
66	1 197	1 177	1 101	986	961
70	2 177	2 070	1 909	2 003	1 918
71	1 533	1 475	1 474	1 297	1 191
72	2 395	2 321	2 414	2 196	2 165
73	1 013	950	935	843	769
74	1 548	1 519	1 519	1 406	1 339
80	1 047	983	960	883	889
81	1 229	1 160	1 398	1 407	1 350
83	46	58	41	32	32
84	2 115	2 087	2 006	1 804	1 756
88	1 199	1 054	1 048	960	872
89	1 446	1 372	1 349	1 142	1 087
91	2 489	2 398	2 324	2 013	1 892
95	2 861	2 540	2 578	2 382	2 183
96	39	38	41	34	17
97	118	114	107	100	103
98	946	870	826	803	888
99	68	82	53	69	68
Total	49 029	46 310	44 915	41 350	39 484

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 2024/25 school years

District	2020/21 school year			2021/22 school year			2022/23 school year			2023/24 school year			2024/25 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	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	45	1 125	1 111
Wan Chai	52	1 360	1 342	51	1 385	1 283	50	1 310	1 254	44	1 185	1 186	49	1 250	1 170
Eastern	101	2 799	2 576	97	2 620	2 396	91	2 420	2 188	89	2 225	2 099	87	2 150	1 971
Southern	36	945	821	34	825	736	31	725	666	28	675	574	25	625	517
Sham Shui Po	92	2 662	2 580	87	2 565	2 432	86	2 507	2 400	86	2 360	2 351	82	2 260	2 169
Yau Tsim Mong	77	2 157	2 107	74	2 000	1 973	69	1 900	1 833	67	1 850	1 788	68	1 775	1 657
Kowloon City	123	3 280	3 218	121	3 230	3 117	117	3 105	3 018	114	3 055	2 921	113	3 005	2 855
Wong Tai Sin	97	2 450	2 269	94	2 300	2 085	89	2 150	1 989	82	2 025	1 849	79	1 900	1 711
Kwun Tong	146	4 136	3 938	144	3 802	3 697	143	3 645	3 510	139	3 475	3 300	133	3 275	3 036
Tsuen Wan	76	2 179	2 194	76	2 080	2 026	74	1 990	1 899	73	1 915	1 819	70	1 700	1 644
Tuen Mun	145	3 720	3 587	141	3 615	3 405	136	3 420	3 276	135	3 395	3 223	131	3 225	3 037
Yuen Long	185	4 933	4 742	179	4 696	4 478	181	4 575	4 432	176	4 425	4 235	171	4 240	4 079
North	103	2 725	2 622	102	2 575	2 407	110	2 675	2 628	106	2 575	2 540	102	2 525	2 476
Tai Po	83	2 165	2 130	78	2 010	1 970	73	1 870	1 838	72	1 845	1 734	72	1 820	1 734
Sha Tin	169	4 844	4 614	164	4 475	4 272	161	4 190	4 086	156	3 900	3 703	145	3 725	3 508
Sai Kung	99	2 475	2 275	93	2 300	1 993	89	2 125	2 009	84	2 050	1 859	81	2 000	1 739
Islands	47	1 205	1 101	45	1 100	999	44	1 025	927	43	1 025	942	46	1 125	1 004
Kwai Tsing	116	3 105	2 969	113	3 030	2 886	112	2 800	2 654	106	2 600	2 441	103	2 525	2 366
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	1 602	40 250	37 784

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

EDB169

(Question Serial No. 0849)

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 2023/24 school year, the Education Bureau (EDB) launched the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” with the aim of strengthening the connection between the Mainland and Hong Kong Kindergartens (KGs) in early childhood education. Will EDB advise this Committee of –

- (1) the implementation details of the Exchange Programme since the 2023/24 school year, including the numbers of participating KGs, contents of exchange activities, estimates involved, and the initial effectiveness evaluation of the Exchange Programme;
- (2) the estimates of the Exchange Programme in 2025-26, and whether there are plans to expand the Exchange Programme to more KGs, or to deepen collaboration?

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

Reply:

(1) to (2)

To strengthen the connection between the Mainland and Hong Kong kindergartens (KGs) in early childhood education, the Education Bureau (EDB) has launched the “Guangdong-Hong Kong Sister Kindergarten Exchange Programme” (the Exchange Programme) since the 2023/24 school year, with a focus on fostering teachers’ professional exchanges and collaboration, as well as enhancing the friendship between the two places. EDB and the Department of Education of Guangdong Province invited 50 KGs joining the Kindergarten Education Scheme and 50 KGs from different cities in the Guangdong Province to participate in the Exchange Programme and form learning circles in the first year. The first-year Signing Ceremony-cum-Annual Exchange Activity was held in Hong Kong in mid-2024. Moreover, representatives from Hong Kong KGs participating in the Exchange Programme were arranged to visit Mainland KGs and learn from them in October 2024, with the aim of continuously learning among KGs in the two places. Feedback from participating KGs on the Exchange Programme was positive. EDB will continue to take forward the Exchange Programme in the 2024/25 school year, increasing the number of beneficiary Hong Kong KGs

to 100, with a view to deepening professional exchanges and collaboration among KG teachers of the two places, and enhancing the quality of KG education. 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

EDB170

(Question Serial No. 0850)

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 dependants of successful applicants under various talent admission schemes (children of migrant talents) who pursue studies in Hong Kong, please advise this Committee of the following –

- (1) How many children of migrant talents attended schools in Hong Kong in the past 3 school years, including the numbers and percentage shares of those studying in local primary and secondary schools?
- (2) Are there any policy measures to help children of migrant talents studying in Hong Kong adapt to the local education system and school life? Please set out the specific details of these measures, the estimated expenditure involved, manpower arrangements and the expected effectiveness.
- (3) The number of children of migrant talents studying in Hong Kong is expected to be increasing following the Government's active promotion of "talent-trawling" schemes. What are the planning for school places and the supporting measures to ensure sufficient resources are in place to meet demand?

Asked by: Hon TANG Fei (LegCo internal reference no.: 4)

Reply:

(1)

According to Immigration Department's information, the numbers of unmarried dependent children under the age of 18 permitted to come to Hong Kong as dependants under various talent admission schemes from 2021-22 to 2023-24 were 6 171, 18 783 and 59 506 respectively. 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 relevant dependants studying in Hong Kong.

(2)

Hong Kong's diverse and quality education is one of the factors attracting talents to Hong Kong. To tie in with Hong Kong's development into a hub for high-calibre talents, EDB provides various educational support services to facilitate the school placement of accompanying children of individuals admitted to Hong Kong under various talent admission schemes, and help them integrate into the local learning environment as soon as possible.

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 those coming to Hong Kong for work or investment. In addition, the Government provides 12 years of free primary and secondary education for eligible children through public sector schools. Non-local students who come to live in Hong Kong with their parents (including those who come to Hong Kong under various talent admission schemes) can choose to enrol in local public sector schools, Direct Subsidy Scheme (DSS) schools or private schools (including international schools) that suit them, provided that they meet the relevant eligibility requirements. As for kindergarten (KG) education, all children who are eligible for admission to public sector schools, including dependants admitted to stay under different talent admission schemes, would be issued a Registration Certificate for Kindergarten Admission to attend KGs joining the Kindergarten Education Scheme and are eligible to receive government subsidies.

As for information dissemination, EDB works closely with the Hong Kong Talent Engage to furnish non-local families intend to come to or have already moved to Hong Kong with comprehensive information on local education to facilitate their early preparation, enabling them to have better planning and support for their children's adaptation and learning. In addition to providing profiles of public sector schools and KGs, EDB has also launched a new thematic website (<https://internationalschools.edb.gov.hk/en/>) on international schools in Hong Kong.

To help newly-arrived children (including dependants permitted to stay under various talent admission schemes) adapt to the learning environment in Hong Kong and integrate into the local community as soon as they arrive, 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 after-school supplementary lessons, orientation activities, guidance programmes and extra-curricular activities, according to children's needs. In the 2025/26 school year, the total estimated expenditure on the above 3 support services is about \$75.2 million, and the manpower involved in relevant measures is subsumed under EDB's recurrent expenditure. Based on past assessments, it is expected that children receiving support services will benefit from improvements in English and Cantonese, personal growth, community familiarisation, etc.

(3)

In planning for the provision of Primary One and Secondary One 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, as well as the demands for school places arising from various talent admission schemes and initiatives, so as to ensure a sufficient provision of public sector school places to meet the demands. Meanwhile, EDB will consider approving the operation of additional classes at the relevant levels as necessary to meet the additional demand on school places in the middle of a school year; and will closely monitor the demand and supply of international school places and increase its supply when necessary.

- End -

CONTROLLING OFFICER'S REPLY**EDB171****(Question Serial No. 0851)**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 advise this Committee of the following in the past 3 school years –

- (1) the information on local government, aided and Direct Subsidy Scheme (DSS) primary and secondary schools that formed sister schools with their Mainland counterparts, including (i) the number of schools participating in the Sister School Scheme (the Scheme) each year and the proportion of government, aided and DSS schools; (ii) the distribution of the provinces and municipalities where these sister schools are located;
- (2) the contents of the Scheme as well as the expenditure and manpower involved;
- (3) whether evaluation has been made on the effectiveness of the Scheme; if yes, of the details; if no, of the reasons.

Asked by: Hon TANG Fei (LegCo internal reference no.: 5)Reply:

(1), (2) and (3)

According to the information submitted by schools, as of March 2025, a total of 965 local public sector and DSS schools (including special schools) have formed 3 361 sister school pairs with their Mainland counterparts (with some schools pairing up with more than one Mainland school as sister schools). The numbers of local public sector and DSS schools (including special schools) that have formed sister school pairs for the 2022/23 to 2024/25 school years (as of March of the school years concerned) are set out in the table below –

School year (As of March of the school year concerned)	No. of local public sector and DSS schools that have formed sister school pairs				
	Public sector schools			DSS schools	Total
	Government schools	Aided schools	Caput schools		
2022/23	64	711	2	71	848
2023/24	64	789	2	77	932
2024/25	62*	824	2	77	965

* In the 2024/25 school year, two government schools ceased operation or merged with other government school(s).

The distribution of the provinces/municipalities to which the Mainland sister schools belong is set out as follows –

Province/Municipality	No. of sister school pairs	Province/Municipality	No. of sister school pairs
Guangdong Province	1 662	Chongqing Municipality	22
Beijing Municipality	391	Hunan Province	19
Zhejiang Province	305	Jilin Province	17
Shanghai Municipality	165	Tianjin Municipality	16
Sichuan Province	151	Jiangxi Province	14
Jiangsu Province	118	Liaoning Province	13
Shandong Province	108	Gansu Province	11
Fujian Province	83	Inner Mongolia Autonomous Region	8
Shaanxi Province	51	Ningxia Hui Autonomous Region	7
Hubei Province	45	Shanxi Province	7
Guizhou Province	35	Anhui Province	5
Henan Province	28	Hebei Province	3
Yunnan Province	25	Qinghai Province	3
Hainan Province	23	Heilongjiang Province	2
Guangxi Zhuang Autonomous Region	22	Xinjiang Uygur Autonomous Region	2

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 \$165,000 per school for the 2024/25 school year. The total numbers of schools provided with the grant from EDB and the expenditures involved in the past 3 school 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)
2021/22	727	112.83
2022/23	830	129.31
2023/24	922	148.32

[#] 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.

In general, schools collaborate with their sister schools to arrange for students and teachers a variety of online and offline exchange activities, for example, school visits, student activities, seminars, teaching demonstrations, lesson evaluation, video conferencing and experience sharing. Besides, EDB has been providing professional support such as coordinating the pairing-up arrangements, organising exchange activities, conducting school visits, setting up a thematic website and holding sharing sessions regularly to disseminate good practices of exchanges among sister schools. 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB172

(Question Serial No. 0852)

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:

Hong Kong has witnessed a spate of student suicide cases in recent years, highlighting the emphasis on student mental health issues. Will the Government please advise this Committee of the following –

- (1) What is the estimated total expenditure on supporting student mental health in 2025-26? Is there any change compared with the past 3 years?
- (2) How can the support for student mental health be ensured under limited financial resources?

Asked by: Hon TANG Fei (LegCo internal reference no.: 6)

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 curriculum, information dissemination, activities, training and professional support.

The total estimated amount of funding for supporting student mental health in 2025-26 is comparable with those in the past 3 years. EDB will, among others, continue to implement various measures, including –

- 4Rs Mental Health Charter (4Rs Charter): To promote mental health in schools in a more comprehensive and systematic manner, EDB has implemented the 4Rs Charter in the 2024/25 school year. Schools participating in the 4Rs Charter will set goals, implement

various measures and organise activities to promote student mental health, with a view to helping students develop healthy living habits and positive interpersonal relationships, as well as enhancing their resilience and improving their physical and psychological well-being. As at the end of February 2025, a total of 658 schools have participated in the 4Rs Charter, accounting for around 70% of public sector schools and Direct Subsidy Scheme schools in Hong Kong. EDB will further promote the 4Rs Charter to more schools. In addition, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year.

- Strengthen Training: EDB organises about 40 additional thematic teacher training workshops in the 2024/25 school year to introduce the practical skills, counselling techniques and intervention strategies in supporting students with mental health needs. As for parent education, in order to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary school students in the 2024/25 school year. The talks cover topics related to mental health of children.
- Three-tier School-based Emergency Mechanism (the Mechanism): Starting from December 2023, the Government has implemented the Mechanism in all secondary schools in Hong Kong by pooling together the schools’ multi-disciplinary teams in schools, the off-campus support network and medical services, so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk.

- End -

CONTROLLING OFFICER'S REPLY

EDB173

(Question Serial No. 0853)

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) please advise this Committee of the following –

- (1) What are the details of the work related to the promotion of student mental health, the expenditure and manpower involved in the past 3 school years? Has the effectiveness of the relevant work been assessed? If yes, what are the results? If no, what are the reasons?
- (2) How will EDB, the Department of Health and the Social Welfare Department ensure an effective collaboration to provide students with more comprehensive support? Will there be an inter-departmental task force to handle student mental health issues and the prevention of student suicides? If yes, what are the details? If no, what are the reasons?
- (3) How will the Government ensure information sharing and co-ordination among various departments to avoid overlapping and wastage of resources?

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

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 curriculum, information dissemination, activities, training and professional support.

To promote mental health in schools in a more comprehensive and systematic manner, EDB has implemented the 4Rs Mental Health Charter (4Rs Charter) in the 2024/25 school year. Schools participating in the 4Rs Charter will set goals, implement various measures and organise activities to promote student mental health, with a view to helping students develop healthy living habits and positive interpersonal relationships, as well as enhancing their

resilience and improving their physical and psychological well-being. As at the end of February 2025, a total of 658 schools have participated in the 4Rs Charter. In addition, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year.

Regarding teacher training, EDB organises about 40 additional thematic teacher training workshops in the 2024/25 school year to introduce the practical skills, counselling techniques and intervention strategies in supporting students with mental health needs. EDB has also launched the one-stop student mental health information website, “Mental Health@School” (mentalhealth.edb.gov.hk), to facilitate teachers, students, parents and the general public to select appropriate resources and strategies. As for parent education, EDB has all along been promoting home-school co-operation and parent education. The one-stop parent education website “Smart Parent Net” (parent.edu.hk) was launched 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.

EDB has been providing public sector ordinary schools with the Learning Support Grant since the 2017/18 school year, 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” to provide appropriate support services for students with mental health needs. Starting from December 2023, the Government has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) in all secondary schools in Hong Kong by pooling together the schools’ multi-disciplinary teams, the off-campus support network and medical services so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk.

As the expenditure and estimates on the above initiatives are subsumed under the Government’s recurrent expenditure, no breakdown is available. In addition, EDB provides other resources to promote student mental health as follows –

- EDB has been continuously promoting diversified student growth programmes to enhance students’ resilience, thereby helping students embrace challenges with courage, optimism and a positive attitude. The relevant expenditures on student growth programmes for 2021-22, 2022-23, and 2023-24 were \$86 million, \$87 million, and \$91 million respectively.
- EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year. The relevant expenditure is about \$700,000.
- 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.

- EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary students in the 2024/25 school year. EDB’s expenditures in 2021-22, 2022-23 and 2023-24 on promoting home-school co-operation and parent education were about \$140 million, \$180 million and \$160 million respectively.

In terms of effectiveness evaluation, according to the enhanced School Development and Accountability framework, schools can make use of the school self-evaluation (SSE) tools provided by EDB (such as the Assessment Program for Affective and Social Outcomes and Stakeholder Survey) and other self-evaluation 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 on matters related to student mental health. 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.

(2) and (3)

The Government has been supporting student mental health through cross-departmental and cross-sectoral collaboration, and established the Advisory Committee on Mental Health (ACMH) in December 2017 to advise the Government on mental health policies, including establishing more integral and comprehensive approaches to tackle multi-faceted mental health issues, as well as assist the Government in developing policies, strategies and measures to enhance mental health services in Hong Kong. EDB, DH and SWD have also appointed representatives as ex-officio members of ACMH to enhance cross-departmental collaboration and facilitate information sharing and co-ordination among departments, with a view to enhancing synergy.

EDB regularly conducts in-depth professional exchanges with HHB, DH, HA, SWD, relevant organisations, school representatives and experts, and launched the Student Mental Health Support Scheme, 4Rs Mental Health Charter and the Three-tier School-based Emergency Mechanism through cross-departmental and cross-sectoral collaboration. EDB also collaborated with SWD to arrange for non-governmental organisations to visit secondary schools in need and organise mental health related activities since February 2024, so as to enhance students’ awareness of mental health and help-seeking.

- End -

CONTROLLING OFFICER'S REPLY

EDB174

(Question Serial No. 0854)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The subject of Citizenship and Social Development has been implemented from Secondary 4 since the 2021/22 school year. Regarding the Mainland study tours associated with this subject, please advise this Committee of the following –

- (1) the total expenditure and the average subsidy amount per student and teacher for each school year since the first tour;
- (2) the estimates for these tours for the 2025/26 school year, and how they compare to the estimates for the previous school year;
- (3) the Mainland provinces or cities visited and the distribution of students in each school year since the first tour;
- (4) whether teachers are provided with adequate professional training to ensure that they can offer effective guidance for students' learning during the study tours; if yes, please provide details; if no, please provide the reasons.

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

Reply:

(1) to (4)

The implementation of the senior secondary subject of Citizenship and Social Development (CS) started at Secondary 4 in the 2021/22 school year. As an integral part of the CS curriculum, CS Mainland study tours aim at enabling all senior secondary students taking local curriculum to gain first-hand understanding of our country and its latest development through field study activities, understand and appreciate Chinese culture, and enhance their sense of national identity.

The Education Bureau (EDB) launched Mainland study tours in the 2022/23 school year 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. 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. For the 2025/26 school year, the estimated expenditure on CS Mainland study tours is \$116 million. From the 2022/23 to 2024/25 school years, the numbers of students joining CS Mainland study tours and the expenditures involved are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million) @
2022/23	43 300	29.9
2023/24 ⁺	49 900	70.8
2024/25 [#]	50 400	86.2

@ Manpower resources required for the provision of the relevant activities are subsumed under the recurrent expenditures of EDB

+ Actual figures revised from last year's estimates

Provisional figures

In the 2022/23 school year, CS Mainland study tours offered 22 routes to the Guangdong Province (including the Greater Bay Area (GBA) cities), covering various themes such as history and culture, art, innovation and technology, and conservation, to tie in with the learning of CS. EDB has been continually refining and optimising the arrangements for Mainland study tours by collecting views from different stakeholders and considering various factors. In the 2023/24 school year, the number of routes for CS Mainland study tours increased to 26, 7 of which were new routes outside the Guangdong Province, covering the Shanghai Municipality, Chongqing Municipality, Fujian Province, Hunan Province, Guizhou Province, Zhejiang Province and Shaanxi Province. Lasting more days, these farther routes have provided more opportunities for students to experience the unique features and diverse culture of different places on the Mainland, enabling them to gain a holistic understanding of our country from multiple perspectives and combine “reading thousands of books” and “traveling thousands of miles”. In the 2024/25 school year, the number of routes has been increased to 28, 10 of which are outside the Guangdong Province, with the introduction of the Jiangxi Province, Jiangsu Province and Shandong Province. In each of the 2023/24 and 2024/25 school years, about 10% of schools submitted applications for joining the routes outside the Guangdong Province.

EDB continues to organise professional development programmes (PDPs) for teachers, covering the aspects of curriculum interpretation, knowledge enrichment, learning and teaching strategies, as well as Mainland study tours. The CS Symposium and opening ceremony for the roving exhibition on student learning outcomes of Mainland study tours were also held in February 2024. These help teachers understand the rationale and aims of the curriculum, enhance their understanding of national affairs and master the strategies and skills of guiding students joining Mainland study tours so that students can connect, integrate and apply what they have learnt from the study tours, extend classroom learning, deepen their understanding of the history, culture, science and technological development of our country, and enhance their sense of national identity and the learning effectiveness of CS subject. On the whole, the feedback from teachers on the PDPs was positive. Worksheets, video clips

and PDP information related to Mainland study tours have been uploaded to the CS Web-based Resource Platform for teachers' reference and use.

- End -

CONTROLLING OFFICER'S REPLY

EDB175

(Question Serial No. 0855)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Given that equipping primary and secondary students with artificial intelligence (AI) knowledge to meet future technological advances is key to enhancing Hong Kong's competitiveness, the Government should have concrete plans for establishing a comprehensive AI education system. In this connection, please advise this Committee of the following –

- (1) What were the expenditures on promoting AI learning and application in primary and secondary schools over the past 3 school years? What is the estimate for the 2025/26 school year?
- (2) Please list the specific policy initiatives for promoting AI learning and application among students, along with the respective manpower and expenditure involved.
- (3) Are there any plans to phase AI learning into the school curriculum as a core subject? If yes, what are the details? If no, what are the reasons?
- (4) How can the Government ensure that grass-roots students have fair access to AI education resources?

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

Reply:

(1) to (3)

The Education Bureau (EDB) is stepping up its efforts to promote digital education in primary and secondary schools. Through a range of diversified strategies, including ongoing curriculum renewal, strengthening teacher training, optimising education ancillary infrastructure, and providing resource support, EDB assists schools in harnessing innovation and technology (I&T), including artificial intelligence (AI), to enhance the digital literacy and competence of both teachers and students, and foster learning and teaching effectiveness, with a view to nurturing talents for the future.

In early 2025, EDB established the Steering Committee on Strategic Development of Digital Education (SCSDDE), which provides advice on the goals and strategies of digital education

development as well as makes reference to the good experiences from Hong Kong, Mainland and overseas to facilitate academic and cross-sector collaboration and promote the development of digital education in Hong Kong. SCSDDDE has commenced operation and has organised multiple engagement sessions, inviting participation of representatives from the school sector and the I&T industry.

On curriculum, EDB continues to incorporate I&T learning elements into the primary and secondary curricula, and strengthen digital education (including AI). EDB launched the “Module on AI for Junior Secondary Level” and the “Enriched Module on Coding Education for Upper Primary Level” in 2023 to further cultivate students’ computational thinking more systematically, enhance students’ understanding of the foundation and application of AI. The “Module on Artificial Intelligence for Junior Secondary Level” covers topics on AI basics, society and ethics, computer vision and speech, and future AI development. A particular emphasis is laid on the ethics, risks and societal impact of AI, with the aim of guiding students to harness I&T and information technology tools in problem solving. Both curriculum modules are developed in collaboration with local universities. At present, almost all publicly-funded primary and secondary schools have implemented the enriched coding education and AI education at the upper primary and junior secondary levels respectively.

On teacher training, to tie in with the introduction of the “Module on Artificial Intelligence for Junior Secondary Level” and the “Enriched Module on Coding Education for Upper Primary Level”, EDB has continuously enhanced training in this regard. Since the 2023/24 school year, EDB has organised 22 sessions of professional development programmes on AI education for the junior secondary level, with over 650 participating teachers. As for primary schools, a total of over 60 sessions of training programmes on coding education have been organised, with the teacher attendance over 1 550. Moreover, EDB has continuously organised an array of training relating to digital education. For instance, from the 2021/22 to 2023/24 school years, EDB organised a total of over 80 sessions of professional development programmes related to the application of AI education in various subjects, with the teacher attendance around 5 900. The feedback from teachers revealed that they generally considered the relevant training had fulfilled its objective, and they were satisfied with the programmes.

EDB launched the “AI for Science Education” Funding Programme in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the Quality Education Fund (QEF), received an overwhelming response, with a total of 221 successful applications from publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Currently, there are about 4 to 6 junior secondary Science teachers in each publicly-funded secondary school. Schools may use the funding to enrol Science teachers in relevant short courses (including seminars and workshops) to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support programmes related to AI-assisted teaching, develop relevant learning and teaching resources, and promote innovative pedagogical approaches.

Apart from the above dedicated funding, the manpower and expenditure involved in the promotion of STEAM/I&T education (including AI-related professional training for teachers)

in primary and secondary schools (including special schools) are subsumed under the overall expenditure of EDB, and a breakdown of expenditure is therefore not available.

(4)

EDB continuously optimises the infrastructure and ancillary facilities for digital education. With \$1.5 billion allocated from the QEF, EDB has implemented a funding programme starting from the 2021/22 school year. This programme loans mobile computer devices and provides Internet access facilities (including portable Wi-Fi routers and mobile data cards) to financially needy students through schools. It subsidises the purchase of mobile computer devices by schools for loan to these students. In addition, multiple means-tested financial assistance schemes, such as the Subsidy Scheme for Internet Access Charges, School-based After-school Learning and Support Programmes, and the Student Activities Support Grant, have been put in place to support grass-roots students in using various types of I&T (including AI) for learning.

- End -

CONTROLLING OFFICER'S REPLY

EDB176

(Question Serial No. 0856)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (6) Other Educational Services and Subsidies

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

Director of Bureau: Secretary for Education

Question:

Given that teachers play a crucial role in artificial intelligence (AI) education, the Government should ensure sufficient resources for teacher training to effectively promote AI education. In this connection, please advise this Committee of the following –

- (1) What was the expenditure on teacher training related to AI education and the number of teachers participating in the past 3 school years?
- (2) Will the Government set up dedicated funds to subsidise schools for hiring AI teaching experts or consultants to support teacher training? If yes, what are the details? If no, what are the reasons?
- (3) Has the Government assessed the effectiveness of AI teacher training programmes? If yes, what are the details? If no, what are the reasons?

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

Reply:

(1) to (3)

The Education Bureau (EDB) is stepping up its efforts to promote digital education, including artificial intelligence (AI), in primary and secondary schools, and enhance teachers' capability to use innovation and technology (I&T) and digital technology in education through professional development programmes and learning circles. Since the 2023/24 school year, EDB has organised 22 sessions of professional development programmes on AI education for the junior secondary level, with over 650 participating teachers. As regards primary schools, a total of over 60 sessions of training programmes on coding education have been organised, with the teacher attendance over 1 550. Moreover, EDB has continuously organised an array of training relating to digital education. For instance, from the 2021/22 to 2023/24 school years, EDB organised a total of over 80 sessions of professional development programmes related to the application of AI education in various subjects, with the teacher attendance around 5 900. The feedback from teachers revealed that they generally considered the relevant training had fulfilled its objective, and they were satisfied with the programmes.

To tie in with the introduction of the “Module on Artificial Intelligence for Junior Secondary Level” and the “Enriched Module on Coding Education for Upper Primary Level” in 2023, EDB has continuously enhanced teacher training. The “AI for Science Education” Funding Programme was launched by EDB in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the Quality Education Fund, received an overwhelming response, with a total of 221 successful applications from publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Currently, there are about 4 to 6 junior secondary Science teachers in each publicly-funded secondary school. Schools may use the funding to enrol Science teachers in relevant short courses (including seminars and workshops) to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support programmes related to AI-assisted teaching, develop relevant learning and teaching resources, and promote innovative pedagogical approaches.

Schools participating in the above programme must commit to fulfilling the following performance indicators: develop at least 2 teaching examples or sets of teaching resources with the application of AI in Science (S1-3); conduct at least 1 open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school); and conduct at least 1 experience sharing session (within or outside the school).

EDB will organise teacher network activities to collect quality examples of the use of AI in junior secondary Science, summarise schools’ practices, and further promote the pedagogical application of AI to the school sector through sharing sessions and workshops. The total estimate of the provision for the above programme is \$22.1 million. As the manpower expenditure involved is subsumed under the overall expenditure of EDB, a breakdown is not available.

The Digital Education Centre of Excellence of EDB also provides on-site support services for schools to share good practices of e-learning. Besides, we organise Learning and Teaching Expo and international summits, invite experts to share I&T education (including the application of AI in teaching), and arrange teachers to participate in STEAM training programmes organised by the United Nations Educational, Scientific and Cultural Organization to promote pedagogical innovations so as to develop students’ innovation and creativity potential.

The manpower and expenditure involved in the promotion of STEAM/I&T education (including AI-related professional training for teachers) in primary and secondary schools (including special schools) are subsumed under the overall expenditure of EDB, and a breakdown of expenditure is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB177

(Question Serial No. 0857)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of intake places and actual intakes of the undergraduate, senior year top-up degree, associate degree and higher diploma programmes offered by self-financing post-secondary institutions, the amounts of tuition fees charged for these programmes, and the average monthly salaries of graduates; and the numbers of non-local students of degree programmes and postgraduate programmes, their respective percentage shares of the overall student population in each of these self-financing institutions, and the tuition fee incomes of these institutions in each of the past 3 years.

Asked by: Hon TANG Fei (LegCo internal reference no.: 11)

Reply:

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 2022/23 to 2024/25 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 2021/22 to 2022/23 AYs are at **Annex 4**. Relevant information for the 2023/24 AY is not yet available from relevant institutions pending completion of their graduate employment surveys.

The numbers of students of full-time locally-accredited self-financing Ug programmes by institution and place of origin from the 2022/23 to 2024/25 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 2022/23 to 2024/25 AYs are at **Annexes 6 and 7** respectively.

**Estimated Intake Places of Full-time Locally-accredited Self-financing
SD, FYFD and TUD Programmes by Institution from the 2022/23 to 2024/25 AYs**

Institution	2022/23 AY				2023/24 AY				2024/25 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	360	-	-	360	345	-	-	345	345	-	-	345
Caritas Institute of Community Education	@	-	-	@	@	-	-	@	@	-	-	@
City University of Hong Kong – School of Continuing and Professional Education	-	110	130	240	-	-	70	70	-	-	-	-
Gratia Christian College	190	100	95	385	160	100	95	355	160	100	95	355
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 880	-	-	1 880	1 430	-	-	1 430	1 424	-	-	1 424
Hong Kong Adventist College	45	-	-	45	93	-	-	93	95	-	-	95
Hong Kong Art School	50	65		115	50	65		115	50	20	45	115
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 805	210 ^[1]	640	2 655	1 875	216	620	2 711	1 910	186	480	2 576
Hong Kong Chu Hai College ^[2]	-	580	220	800	-	630	220	850	50	590	240	880
Hong Kong College of Technology and HKCT Institute of Higher Education	278	40	50	368	293	35	50	378	298	45	45	388
Hong Kong Institute of Technology	100	80	165	345	120	50	205	375	120	50	215	385
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 245	2 335	1 272	4 852	1 225	2 200	1 696	5 121	1 390	2 205	1 850	5 445
Hong Kong Nang Yan College of Higher Education	36	105	30	171	36	105	45	186	36	65	20	121
Hong Kong Shue Yan University	-	640	800	1 440	-	550	510	1 060	-	700	451	1 151
Lingnan University	-	110	155	265	-	120	160	280	-	135	190	325
Lingnan University – Lingnan Institute of Further Education	288	-	-	288	220	-	-	220	220	-	-	220
Saint Francis University ^[3]	220	605	94	919	205	736	109	1 050	205	741	114	1 060
The Chinese University of Hong Kong – School of Continuing and Professional Studies	742	-	-	742	714	-	-	714	595	-	-	595
The Education University of Hong Kong	-	-	85	85	-	-	65	65	-	-	50	50
The Hang Seng University of Hong Kong	-	1 445	1 345	2 790	-	1 435	1 395	2 830	-	1 035	1 425	2 460
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 500	-	1 000	5 500	4 200	-	800	5 000	4 205	-	820	5 025
The Hong Kong University of Science and Technology	-	44	-	44	-	55	-	55	-	51	-	51
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 260	40	143	3 443	3 600	23	140	3 763	4 500	23	101	4 624
Tung Wah College	230	730	230	1 190	260	790	220	1 270	295	760	255	1 310
UOW College Hong Kong	645	70	170	885	520	80	120	720	505	90	125	720
Vocational Training Council ^[4]	90	152	2 248	2 490	60	202	2 115	2 377	-	169	2 162	2 331
Yew Chung College of Early Childhood Education	120	35	60	215	120	35	80	235	120	35	80	235
YMCA College of Careers	25	-	-	25	20	-	-	20	40	-	-	40

- Notes:**
- Figures are based on estimates made by institutions for planning purposes and may not necessarily represent the maximum approved intake quotas or admission targets.
- [1] Figures include places of part-time programmes of the institution concerned.
- [2] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
- [3] 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 / Hong Kong Institute of Information Technology.
- “-” 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 2022/23 to 2024/25 AYs**

Institution	2022/23 AY				2023/24 AY				2024/25 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	369	-	-	369	352	-	-	352	463	-	-	463
Caritas Institute of Community Education	12	-	-	12	-	-	-	-	-	-	-	-
City University of Hong Kong – School of Continuing and Professional Education	-	54	60	114	-	-	32	32	-	-	-	-
Gratia Christian College	75	32	48	155	84	33	49	166	69	31	50	150
HKU SPACE Po Leung Kuk Stanley Ho Community College	1 339	-	-	1 339	1 453	-	-	1 453	1 489	-	-	1 489
Hong Kong Adventist College	61	-	-	61	64	-	-	64	50	-	-	50
Hong Kong Art School	38	24	19	81	37	12	25	74	40	@	@	@
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	1 873	206	410	2 489	1 910	200	386	2 496	1 956	234 ^[2]	394	2 584
Hong Kong Chu Hai College ^[3]	-	37	23	60	5	81	52	138	-	88	11	99
Hong Kong College of Technology and HKCT Institute of Higher Education	204	28	41	273	259	44	38	341	362	50	51	463
Hong Kong Institute of Technology	132	112	192	436	152	85	254	491	167	83	257	507
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	1 034	1 727	1 220	3 981	1 311	2 520	1 314	5 145	1 556	3 082	1 201	5 839
Hong Kong Nang Yan College of Higher Education	5	34	1	40	2	34	10	46	2	39	16	57
Hong Kong Shue Yan University	-	698	410	1 108	-	926	427	1 353	-	988	473	1 461
Lingnan University	-	107	136	243	-	108	117	225	-	126	117	243
Lingnan University – Lingnan Institute of Further Education	209	-	-	209	245	-	-	245	273	-	-	273
Saint Francis University ^[4]	207	653	112	972	225	800	108	1 133	238	893	138	1 269
The Chinese University of Hong Kong – School of Continuing and Professional Studies	743	-	-	743	713	-	-	713	640	-	-	640
The Education University of Hong Kong	-	-	61	61	-	-	40	40	-	-	58	58
The Hang Seng University of Hong Kong	-	796	926	1 722	-	876	865	1 741	-	1 133	819	1 952
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	4 893	-	692	5 585	4 784	-	673	5 457	4 131	-	1 035	5 166
The Hong Kong University of Science and Technology	-	44	-	44	-	52	-	52	-	50	-	50
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	3 805	29	101	3 935	4 401	30	91	4 522	6 100	26	34	6 160
Tung Wah College	210	553	201	964	207	668	234	1 109	321	922	288	1 531
UOW College Hong Kong	419	11	107	537	402	15	63	480	495	23	84	602
Vocational Training Council ^[5]	99	100	1 679	1 878	75	125	1 923	2 123	-	161	1 786	1 947
Yew Chung College of Early Childhood Education	72	12	20	104	69	14	30	113	56	9	23	88
YMCA College of Careers	9	-	-	9	22	-	-	22	29	-	-	29

Notes:

[1] Provisional figures as at early October 2024. Final actual intakes may vary.

[2] Figures include intakes of TUD 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 / Hong Kong Institute of Information Technology.

“-” 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 2022/23 to 2024/25 AYs
(Tuition Fee not yet Deducted by any Applicable Subsidy)**

Institution	2022/23 AY			2023/24 AY			2024/25 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	59,000 - 73,155	-	-	61,070 - 74,320	-	-	62,330 - 75,725	-	-
Caritas Institute of Community Education	62,670	-	-	#	-	-	-	-	-
City University of Hong Kong – School of Continuing and Professional Education ^[1]	-	85,200	124,200	-	-	126,000	-	-	-
Gratia Christian College	53,500 - 75,000	70,200	72,900	54,300 - 76,150	71,250 - 82,500	74,000 - 85,950	55,300 - 77,550	72,600 - 84,000	75,400 - 87,500
HKU SPACE Po Leung Kuk Stanley Ho Community College	58,780 - 60,180	-	-	59,000 - 61,140	-	-	59,000 - 62,300	-	-
Hong Kong Adventist College	60,000 - 90,000	-	-	60,000 - 92,700	-	-	61,800 - 95,480	-	-
Hong Kong Art School ^[1]	59,550	99,980	99,980	61,035	101,480	101,480	62,556	103,306	103,306
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film ^[1]	51,660 - 66,060	58,720 - 96,000	85,140 - 111,420	53,210 - 67,400	59,900 - 97,800	86,856 - 114,000	54,810 - 70,092	62,304 - 99,660	86,922 - 91,080
Hong Kong Chu Hai College ^[2]	-	71,718	72,553 - 74,225	29,000	72,865	73,713 - 75,410	29,000	74,245	75,110 - 76,840
Hong Kong College of Technology and HKCT Institute of Higher Education	57,598 - 77,880	87,457 - 90,159	90,025 - 91,540	58,520 - 81,774	88,856 - 91,601	91,465 - 93,005	59,631 - 85,074	90,543 - 93,341	93,202 - 94,771
Hong Kong Institute of Technology ^[1]	56,000	48,000 - 70,333	48,000 - 76,000	56,000	48,760 - 71,433	48,760 - 77,200	56,000	49,600 - 72,733	49,600 - 78,600
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	62,740 - 100,890	78,320 - 165,050	78,160 - 105,625	63,700 - 102,464	79,560 - 167,600	79,400 - 111,480	64,900 - 104,410	81,070 - 170,780	80,900 - 141,195
Hong Kong Nang Yan College of Higher Education	77,000	71,200 - 82,250	71,200	77,000	71,200 - 82,250	71,200 - 92,270	77,000	71,200 - 82,250	71,200 - 92,270
Hong Kong Shue Yan University	-	74,502 - 89,000	74,502	-	75,694 - 90,424	75,694 - 90,424	-	77,132 - 92,142	77,132 - 92,142
Lingnan University	-	100,000 - 140,000	90,000 - 140,000	-	100,000 - 140,000	90,000 - 140,000	-	100,000 - 145,000	90,000 - 140,000
Lingnan University – Lingnan Institute of Further Education	61,000 - 64,000	-	-	62,500 - 65,500	-	-	64,000 - 67,000	-	-
Saint Francis University ^[3]	56,000 - 97,540	79,695 - 154,810	79,993 - 83,000	57,960 - 99,100	80,965 - 157,280	81,270 - 84,320	59,900 - 79,515	82,495 - 160,260	82,807 - 85,915
The Chinese University of Hong Kong – School of Continuing and Professional Studies	63,000 - 90,390	-	-	64,200 - 93,495	-	-	67,580 - 96,320	-	-
The Education University of Hong Kong	-	-	98,000	-	-	98,000	-	-	98,000
The Hang Seng University of Hong Kong	-	91,855 - 114,650	94,330 - 120,330	-	93,905 - 116,480	95,830 - 122,250	-	95,685 - 118,690	90,610 - 124,570
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	63,900 - 76,005	-	80,700 - 107,235	66,450 - 79,028	-	82,650 - 109,890	70,050 - 85,028	-	90,000 - 120,915
The Hong Kong University of Science and Technology	-	264,250	-	-	274,878	-	-	290,469	-
The University of Hong Kong – School of Professional and Continuing Education / HKU SPACE Community College ^[1]	59,000 - 82,000	64,000	60,600 - 112,500	59,000 - 82,000	66,400	60,600 - 112,500	59,000 - 82,000	68,800	70,000 - 119,250
Tung Wah College	60,930 - 97,510	69,730 - 157,120	75,620 - 142,320	61,900 - 100,425	70,840 - 159,630	76,820 - 144,590	60,920 - 84,930	72,180 - 166,000	78,270 - 147,330
UOW College Hong Kong ^[1]	56,700 - 87,050	71,500	74,000 - 96,000	56,700 - 87,050	72,000	75,000 - 96,000	59,850 - 88,100	73,200	74,200 - 97,800
Vocational Training Council ^{[1][4]}	57,600 - 59,000	85,965 - 111,870	67,032 - 111,870	60,200	87,285 - 113,520	68,096 - 113,520	-	88,935 - 115,665	63,882 - 115,665

Institution	2022/23 AY			2023/24 AY			2024/25 AY		
	Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)			Average Annual Tuition Fees (\$)		
	SD	FYFD	TUD	SD	FYFD	TUD	SD	FYFD	TUD
Yew Chung College of Early Childhood Education	80,610	93,410	93,410	84,650	94,900	94,900	86,800	99,300	99,300
YMCA College of Careers	54,780 - 58,900	-	-	54,780 - 79,500	-	-	54,780 - 79,500	-	-

Notes:

- [1] The institution offers locally-accredited non-local FYFD and/or TUD programmes.
- [2] Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
- [3] 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 / Hong Kong Institute of Information Technology.
- “-” 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 2021/22 to 2022/23 AYs**

Institution	2021/22 AY		2022/23 AY	
	Average Annual Salary (\$)		Average Annual Salary (\$)	
	SD	Ug	SD	Ug
Caritas Bianchi College of Careers	225,100	-	264,000	-
Caritas Institute of Community Education	-	-	216,000	-
Centennial College	-	@	-	-
City University of Hong Kong	-	-	-	480,000
City University of Hong Kong – School of Continuing and Professional Education	-	191,300	-	170,400
Gratia Christian College	@	337,500	#	405,600
HKU SPACE Po Leung Kuk Stanley Ho Community College	185,000	-	178,000	-
Hong Kong Art School	144,000	150,000	#	166,000
Hong Kong Baptist University	-	222,500	-	204,000
Hong Kong Baptist University – School of Continuing Education / College of International Education / Academy of Film	189,500	232,200	204,700	238,600
Hong Kong Chu Hai College ^[1]	-	217,600	-	208,400
Hong Kong College of Technology and HKCT Institute of Higher Education	219,500	192,000	244,600	406,400
Hong Kong Institute of Technology	246,700	328,600	335,200	431,300
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education ^[2]	258,200	251,000	282,900	269,100
Hong Kong Nang Yan College of Higher Education	#	326,900	#	371,000
Hong Kong Shue Yan University	-	203,200	-	221,800
Lingnan University	-	@	-	260,000
Lingnan University – Lingnan Institute of Further Education	217,800	-	203,400	-
Saint Francis University ^[3]	268,400	344,800	287,400	360,400
The Chinese University of Hong Kong – School of Continuing and Professional Studies	223,700	-	223,500	-
The Education University of Hong Kong	-	240,200	-	230,400
The Hang Seng University of Hong Kong	-	208,800	-	229,700
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	191,000	220,500	204,300	221,700
The Hong Kong University of Science and Technology	-	@	-	@
The University of Hong Kong – School of Professional and Continuing Education / HKU SPACE Community College	169,700	215,700	191,100	224,500
Tung Wah College	288,800	372,700	393,100	330,500
UOW College Hong Kong	237,900	210,300	291,200	235,800
Vocational Training Council ^[4]	225,500	221,000	208,000	233,300
Yew Chung College of Early Childhood Education	@	@	@	@
YMCA College of Careers	-	-	210,000	-

Notes:

Average annual salary only covers graduates in full-time employment who took part and provided salary information in the graduate employment surveys conducted by respective institutions. Figures include commission and other cash allowances (e.g. double pay, year-end payment / bonus, etc.).

[1] 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 / Hong Kong Institute of Information Technology.

“-” 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 2022/23 to 2024/25 AYs**

AY	Institution	No. of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
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
	Yew Chung College of Early Childhood Education	110	0	0	110
2023/24	City University of Hong Kong	8	1	5	14
	City University of Hong Kong – School of Continuing and Professional Education	150	0	0	150
	Gratia Christian College	207	0	0	207
	HKCT Institute of Higher Education	204	1	0	205
	Hong Kong Art School	103	0	4	107
	Hong Kong Baptist University – School of Continuing Education / College of International Education	1 391	210	2	1 603
	Hong Kong Chu Hai College	139	109	4	252
	Hong Kong Institute of Technology	414	0	0	414
	Hong Kong Metropolitan University	8 556	1 584	9	10 149
	Hong Kong Nang Yan College of Higher Education	144	0	0	144
	Hong Kong Shue Yan University	3 029	641	6	3 676
	Lingnan University	121	446	1	568
	Saint Francis University	2 968	3	3	2 974
	The Education University of Hong Kong	117	15	1	133
	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	1 263	180	1	1 444
	The Hong Kong University of Science and Technology	16	8	131	155
	The University of Hong Kong – School of Professional and Continuing Education	200	1	15	216
	Tung Wah College	3 097	59	2	3 158
	UOW College Hong Kong	190	0	2	192
	Vocational Training Council	2 644	336	3	2 983

AY	Institution	No. of Students			
		Place of Origin			Total
		Local	Mainland China	Other Non-local	
	Yew Chung College of Early Childhood Education	103	0	2	105
2024/25 (Provisional figures)	City University of Hong Kong – School of Continuing and Professional Education	54	0	0	54
	Gratia Christian College	220	0	0	220
	HKCT Institute of Higher Education	227	5	0	232
	Hong Kong Art School	98	0	3	101
	Hong Kong Baptist University – School of Continuing Education / College of International Education	1 365	216	0	1 581
	Hong Kong Chu Hai College	112	161	2	275
	Hong Kong Institute of Technology	482	0	0	482
	Hong Kong Metropolitan University	9 426	2 091	22	11 539
	Hong Kong Nang Yan College of Higher Education	163	0	0	163
	Hong Kong Shue Yan University	3 092	857	7	3 956
	Lingnan University	172	534	3	709
	Saint Francis University	3 377	0	3	3 380
	The Education University of Hong Kong	115	2	0	117
	The Hang Seng University of Hong Kong	5 119	824	4	5 947
	The Hong Kong Polytechnic University – School of Professional Education and Executive Development	1 348	486	3	1 837
	The Hong Kong University of Science and Technology	21	9	128	158
	The University of Hong Kong – School of Professional and Continuing Education	167	0	3	170
	Tung Wah College	3 343	282	2	3 627
	UOW College Hong Kong	178	0	4	182
	Vocational Training Council	2 729	472	6	3 207
	Yew Chung College of Early Childhood Education	93	0	3	96

Notes:

- Figures include students of FYFD and TUD programmes.
- The place of origin refers to the nationality or place of residence of the non-local students.
- Approval was given for the retitling of Chu Hai College of Higher Education to Hong Kong Chu Hai College on 20 December 2022.
- Approval was given for the retitling of Caritas Institute of Higher Education to Saint Francis University on 9 January 2024.
- 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 2022/23 to 2024/25 AYs**

AY	Institution	Total tuition fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
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	27
2023/24	City University of Hong Kong	@	163	1 922	84	2 169
	Hong Kong Baptist University	@	69	315	17	401
	Lingnan University	@	15	33	5	53
	The Chinese University of Hong Kong	@	283	688	44	1 015
	The Education University of Hong Kong	@	5	10	8	23
	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	57	1 030
	Hong Kong Metropolitan University	@	53	8	0	61
	Hong Kong Shue Yan University	138,000 - 207,000	24	15	0	39
2024/25 (Provisional figures)	City University of Hong Kong	@	154	1 993	77	2 224
	Hong Kong Baptist University	@	76	355	21	452
	Lingnan University	@	15	41	6	62
	The Chinese University of Hong Kong	@	317	751	47	1 115
	The Education University of Hong Kong	@	8	11	9	28
	The Hong Kong Polytechnic University	@	312	1 765	104	2 181
	The Hong Kong University of Science and Technology	@	215	1 166	92	1 473
	The University of Hong Kong	@	313	730	58	1 102
	Hong Kong Metropolitan University	@	*	*	*	*
	Hong Kong Shue Yan University	138,000 - 207,000	*	*	*	*

Notes:

- 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.
- The place of origin refers to the nationality or place of residence of the non-local students.
- "@" denotes that the relevant information is not available from the institution.
- "*" denotes that the institution has yet to provide the relevant information for that AY.
- The number of students of self-financing RPg programmes include students of fully self-financing RPg programmes; and if RPg students are financed by the University Grants 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 2022/23 to 2024/25 AYs**

AY	Institution	Total tuition fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
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
2023/24	City University of Hong Kong	158,400-1,000,000	1 409	4 697	40	6 146
	Hong Kong Baptist University	100,000-315,000	1 127	2 461	75	3 663
	Hong Kong Baptist University – School of Continuing Education	66,300	42	2	2	46
	Hong Kong Chu Hai College	100,000-220,000	97	1 445	4	1 546
	Hong Kong Metropolitan University	67,800-237,300	393	2 762	17	3 172
	Hong Kong Shue Yan University	72,000-210,000	138	23	4	165
	Lingnan University	95,000-1,072,511	132	2 012	29	2 173
	Saint Francis University	159,480	36	0	0	36
	The Chinese University of Hong Kong	83,200-1,650,000	5 468	4 596	106	10 170
	The Education University of Hong Kong	120,000-421,200	612	1 916	20	2 548
	The Hang Seng University of Hong Kong	99,840-172,800	65	679	8	752
	The Hong Kong Academy for Performing Arts	202,000-244,200	85	69	7	161
	The Hong Kong Polytechnic University	129,600-907,800	4 154	4 957	83	9 194
	The Hong Kong University of Science and Technology	65,000-1,800,000	1 140	2 961	162	4 263
	The University of Hong Kong	28,000-1,639,500	5 742	8 432	325	14 499
	The University of Hong Kong – School of Professional and Continuing Education	17,500-66,000	925	32	18	975

AY	Institution	Total tuition fees (\$)	No. of Students			
			Place of Origin			Total
			Local	Mainland China	Other Non-local	
2024/25 (Provisional figures)	City University of Hong Kong	165,600-1,300,000	*	*	*	*
	Hong Kong Baptist University	103,950-788,000	*	*	*	*
	Hong Kong Baptist University – School of Continuing Education	68,300	*	*	*	*
	Hong Kong Chu Hai College	135,000-240,000	*	*	*	*
	Hong Kong Metropolitan University	74,000-847,500	*	*	*	*
	Hong Kong Shue Yan University	86,400-210,000	*	*	*	*
	Lingnan University	15,600-1,078,000	*	*	*	*
	Saint Francis University	116,000-165,060	*	*	*	*
	The Chinese University of Hong Kong	85,000-1,800,000	*	*	*	*
	The Education University of Hong Kong	120,000-421,200	*	*	*	*
	The Hang Seng University of Hong Kong	108,000-199,989	*	*	*	*
	The Hong Kong Academy for Performing Arts	110,000-244,200	*	*	*	*
	The Hong Kong Polytechnic University	137,400-1,504,500	*	*	*	*
	The Hong Kong University of Science and Technology	75,000-1,800,000	*	*	*	*
	The University of Hong Kong	28,000-1,650,000	*	*	*	*
	The University of Hong Kong – School of Professional and Continuing Education	10,000-66,000	*	*	*	*

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

EDB178

(Question Serial No. 0858)

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) Please set out the respective numbers and percentages of teachers appointed as graduate teachers and certificated masters/mistresses in public sector primary, secondary, and special schools in the past 3 school years, along with their median ages and median lengths of teaching service, as well as their wastage rates and the total numbers of drop-out teachers. Among them, what were the numbers, percentages, median ages, median length of teaching service and wastage rates of certificated masters/mistresses with a recognised degree?
- (2) How can stability of the education ecosystem be ensured when Hong Kong is in the midst of fiscal deficits and tighter controls are imposed on education expenditures?

Asked by: Hon TANG Fei (LegCo internal reference no.: 12)

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 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 from the 2021/22 to 2023/24 school years, along with their proportions among all teachers concerned, median ages, numbers of drop-out teachers and wastage rates, and length of service are set out at **Annex**.

(2)

The Education Bureau (EDB) has all along been committed to maintaining a teaching profession of high-quality and closely monitoring the manpower situation of teachers in public sector schools with timely and appropriate measures taken to ensure the quality of education and smooth operation of schools. According to the information from EDB, the overall wastage rates of teachers in primary and secondary schools and special schools consistently decreased in the 2023/24 and 2024/2025 school years. This indicates that a stable teaching force has been maintained. With the structural declining school-age population, the demand for teachers would decrease correspondingly. EDB has implemented quite a number of measures to support school development and provide teachers with a stable teaching environment and a better career prospect in recent years. These measures include full implementation of the all-graduate teaching force policy in the 2019/20 school year; establishment of the Professional Ladder for Teachers and improvement of the manpower of vice-principals in public sector primary and secondary schools, as well as the manpower of senior teachers and ranking arrangements of principals in public sector secondary schools in the 2020/21 school year; and improvement of manpower at the middle management level, rationalisation of the pay structures for school heads and deputy heads in primary schools and enhancement of teachers' promotion prospects starting from the 2022/23 school year. Through diversified professional development programmes, EDB also strives to strengthen the professional competencies of in-service teachers and principals, and broaden their horizons. The above measures help increase the attractiveness of the teaching profession and at the same time retain talent.

The Government attaches great importance to education which is the key to nurturing talents. However, it is an indisputable fact that there is a structural decline in the school-age population. EDB has consistently taken into account the long-term development of education and the overall interests of society, making holistic plans according to the district and school circumstances, as well as demographic profiles. Through the orderly consolidation and effective utilisation of resources, EDB aims for a "soft landing" to respond to the changes in the demand and supply of school places. EDB will maintain close communication with school sponsoring bodies in supporting the sector to plan ahead. In adherence to the principle of more effective deployment of public resources, EDB will strive to strengthen the high-quality development of education.

Numbers 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, median ages, numbers of drop-out teachers and wastage rates, and median years of service from the 2021/22 to 2023/24 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 (%)	Median years of service	No. of teachers	Proportion among all teachers (%)	Median age	No. of drop- out teachers	Wastage rate (%)	Median years of service	No. of teachers	Proportion among non-graduate teachers (%)	Median age	Wastage rate (%)	Median years of service	No. of teachers	Proportion among all teachers (%)	Median age	No. of drop- out teachers	Wastage rate (%)	Median years of service
Primary schools (government and aided)																							
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	-
2023/24	19 020	87.6	42	1 260	6.5	16	220	1.0	52	30	12.0	28	60	28.8	50	10.5	25	2 480	11.4	28	450	17.8	2
Secondary schools (government, aided and caput)																							
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	-
2023/24	19 340	84.5	42	1 350	7.0	17	110	0.5	55	20	17.0	31	30	23.9	55	20.0	31	3 440	15.0	26	500	14.3	1
Special schools																							
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	-
2023/24	2 000	97.1	40	180	9.3	13	20	0.8	56	(less than 5)	20.0	30	10	35.3	53	33.3	28	40	2.0	33	10	21.5	5

Notes:

- (1) Figures 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.
- (5) As EDB has started collecting information on the length of service of in-service teachers in primary, secondary and special schools since the 2023/24 school year, relevant statistics are only available starting from that school year onwards.

- End -

CONTROLLING OFFICER'S REPLY**EDB179****(Question Serial No. 0859)**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 2025-26?

Asked by: Hon TANG Fei (LegCo internal reference no.: 13)Reply:

In the 2022/23, 2023/24 and 2024/25 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 student beneficiaries and the amounts of subsidy disbursed under MUSSS in the past 3 years are tabulated below –

Academic year	2022/23	2023/24	2024/25 (as at early March 2025)
Total no. of student beneficiaries	4 551	4 601	4 024*
Amount of subsidy disbursed (\$)	62 million	63 million	54 million [@]

* About 130 applications for the 2024/25 academic year are currently being processed. About 4 100 students are expected to benefit from MUSSS during the year.

[@] The total estimated amount of subsidy to be disbursed during the year is around \$55 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 2024/25 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB180

(Question Serial No. 0860)

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 2025-26 Estimates of Expenditure for education, the 2025-26 estimate for Post-secondary, Vocational and Professional Education is higher than the 2024-25 original estimate by \$271.6 million (5.2%). Will the Government advise this Committee of the major area of increase and the reason behind it?

Asked by: Hon TANG Fei (LegCo internal reference no.: 14)

Reply:

The 2025-26 estimate under Programme (7) Post-secondary, Vocational and Professional Education is \$271.6 million (5.2%) higher than the 2024-25 original estimate. This is mainly due to the increase (of about \$240 million) in the estimated expenditures for the Study Subsidy Scheme for Designated Professions/Sectors and the Non-means-tested Subsidy Scheme for Self-financing Undergraduate Studies in Hong Kong. The reasons include the continued increase in the number of students enrolling in relevant programmes, anticipated increase in the number of programmes and students eligible for these subsidy schemes, as well as adjustments to the subsidy amounts for these schemes.

- End -

CONTROLLING OFFICER'S REPLY**EDB181****(Question Serial No. 0862)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned in the Budget that the student grant of \$2,500 for secondary day-school, primary school and kindergarten students will be abolished in the 2025/26 school year. In this connection, will the Education Bureau (EDB) advise this Committee of the following –

- (1) What are the numbers of student beneficiaries, the total amounts of grant and the administrative expenditures in each year since its inception in the 2019/20 school year?
- (2) How will EDB ensure that grass-roots students will not be affected by the abolition of student grant?

Asked by: Hon TANG Fei (LegCo internal reference no.: 16)Reply:

- (1) The Education Bureau (EDB) has provided a student grant of \$2,500 since the 2019/20 school year. All students attending secondary day-schools, primary schools, special schools and kindergartens offering local or non-local curriculum in Hong Kong are eligible for the grant. The numbers of student beneficiaries and the total amounts disbursed from the 2019/20 to 2024/25 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	798 400	2.00
2024/25 ⁺	788 800	1.97

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

+ Figures as at end of February 2025.

As the administrative expenditures on the disbursement of student grant are subsumed under the overall expenditure of EDB, a breakdown is therefore not available.

- (2) The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by EDB. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools.

- End -

CONTROLLING OFFICER'S REPLY

EDB182

(Question Serial No. 1049)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

As indicated in this year's Budget, expenditure on education will be adjusted and school grants consolidated. In this connection, will the Government advise this Committee of the following –

- (1) What were the various grants provided to aided primary and secondary schools, special schools and kindergartens, etc., in each of the past 3 school years, as well as the respective numbers and types of subvented schools and the expenditures involved?
- (2) How will the consolidation of grants ensure that schools can deploy resources flexibly without leading to insufficient funding and negatively impacting teaching and learning?
- (3) Will there be a mechanism for flexible adjustment after the consolidation of grants to address the special or urgent needs of different schools? If yes, what are the details; if no, what are the reasons?
- (4) Will the Government regularly review the effectiveness of the funding mechanism and maintain communication with the school sector to ensure that the mechanism meets schools' actual needs? If yes, what are the details; if no, what are the reasons?

Asked by: Hon TANG Fei (LegCo internal reference no.: 36)

Reply:

(1)

The total amounts of recurrent subvention provided by the Education Bureau (EDB) to primary and secondary schools and kindergartens in the past 3 financial years are as follows –

	Total amount of recurrent subvention (\$'000)		
School type	2022-23	2023-24	2024-25
Aided primary school (Note 1)	20,281,558	21,296,591	21,645,472
Aided secondary school (Note 1)	23,987,974	25,026,291	25,735,406
Aided special school (Note 1)	3,400,579	3,661,604	3,764,691
Direct Subsidy Scheme (DSS) school (Note 2)	4,697,844	5,322,446	5,540,776
Caput school (Note 3)	108,862	115,683	120,694
Kindergarten joining the Kindergarten Education Scheme (Scheme-KG) (Note 4)	5,739,703	5,799,513	5,291,913

The numbers of subvented schools in the 2022/23 to 2024/25 school years are tabulated as follows –

	Number of subvented schools		
School type	2022/23	2023/24	2024/25
Aided primary school	422	422	420
Aided secondary school	358	358	357
Aided special school	62	62	62
DSS school	80	80	79
Caput school	2	2	2
Scheme-KG (Note 5)	749	738	734

Notes:

- (1) The subventions provided to aided primary schools, aided secondary schools and aided special schools mainly include the salaries grant, the Operating Expenses Block Grant/Expanded Operating Expenses Block Grant, the Life-wide Learning Grant, and the Grant for the Sister School Scheme, etc.
- (2) The subventions provided to DSS schools mainly include the DSS subsidy, the Learning Support Grant (LSG), the Diversity Learning Grant (DLG), and the Grant for the Sister School Scheme, etc.
- (3) The subventions provided to caput schools mainly include the Per Caput Grant, the Fee Subsidy, LSG, the Life-wide Learning Grant, DLG, and the Grant for the Sister School Scheme, etc.
- (4) The subventions provided to Scheme-KGs mainly include the unit subsidy, the rental subsidy, and the reimbursement of rates and government rent to kindergartens, etc.
- (5) Figures refer to the position as at December of the respective school years.

(2) to (4)

In 2025-26, EDB will establish a task force to reform and consolidate the various grants provided to schools. It will adopt innovative approaches, such as disbursing funds in the form of block grants, to allow schools to utilise resources more flexibly based on their development needs and priorities. Further details will be announced to the school sector in due course following the completion of the task force's review.

- End -

CONTROLLING OFFICER'S REPLY

EDB183

(Question Serial No. 2621)

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:

With the growing concerns about student mental health in recent years, the Education Bureau has mentioned that it will continue to promote students' mental health through various measures in 2025/26. In this connection, will the Government advise this Committee of –

- (1) the numbers of students with any type of mental illness (including but not limited to depression, bipolar affective disorder, anxiety-related disorders, schizophrenic spectrum disorder) in the past 5 financial years, in the form of a table;
- (2) whether the Government has allocated funding in a targeted way and implemented support measures to support the mental health needs of students with mental illness, given the rising concerns about student mental health in recent years; if yes, of the figures (including but not limited to funding, support measure, headcount of students served); if no, of the reasons;
- (3) further to the above question, the amount of funding to be allocated by the Government to support student mental health in 2025/26 and the specific support measures currently planned.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 1)

Reply:

- (1)
Mental illness is one of the types of special educational needs (SEN). The numbers of students with mental illness in public sector ordinary schools, from the 2019/20 to 2024/25 school years, are tabulated as follows –

School year	Primary schools	Secondary schools
2019/20	220	820
2020/21	290	1 100
2021/22	310	1 290
2022/23	370	1 610
2023/24	370	1 790
2024/25	420	2 090

Note: Figures include students with mental illness comorbid with other types of SEN.

(2) and (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 curriculum, information dissemination, activities, training and professional support.

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 growth 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 on student growth programmes for 2021-22, 2022-23, and 2023-24 were \$86 million, \$87 million, and \$91 million respectively.

To further promote student mental health, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year. The relevant expenditure is about \$700,000. Additionally, EDB provided secondary schools with short videos and lesson plans relating to student mental health.

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. Schools may deploy these grants in the 2023/24 and 2024/25 school years to conduct various mental health promotion activities or programmes for students and teachers. The expenditure of these 2 grants is about \$80 million. 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.

To promote mental health in schools in a more comprehensive and systematic manner, EDB has implemented the 4Rs Mental Health Charter in the 2024/25 school year and invited for the participation of all public sector and Direct Subsidy Scheme (DSS) schools in Hong Kong.

At the Selective level, EDB provides 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 organises about 40 additional thematic teacher training workshops for teachers and school guidance personnel in the 2024/25 school year, with a more intense focus on enhancing their capacity for 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.

Regarding professional support, all public sector ordinary primary and secondary schools in Hong Kong have been provided with the School-based Educational Psychology Service (SBEPS). 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 SEN, with a view to increasing the educational psychologist (EP)-to-school ratio. To enhance school social work services, EDB has provided more resources for public sector and DSS 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. Schools 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 EPs, has been providing 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.

At the Indicated level, 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.

Moreover, the Health Bureau, 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 EPs, 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. Starting from December 2023, the Government has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) in all secondary schools in Hong Kong by pooling together the schools' multi-disciplinary teams, the off-campus support network and medical services so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk. As the expenditure on the above initiatives is 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. The one-stop parent education website "Smart Parent Net" (parent.edu.hk) was launched 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. To help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children's mental health, EDB organises the "Caring for Their Heart and Soul, Growing along with Your Children" Parent Education Talk Series for parents of primary and secondary students in the 2024/25 school year. EDB has also promoted positive parent education and enhanced parents' awareness of children's mental health through diversified modes such as district-based film gala presentations. EDB's expenditures in 2021-22, 2022-23 and 2023-24 on promoting home-school co-operation and parent education were about \$140 million, \$180 million and \$160 million respectively.

As an ongoing effort, EDB will proactively enhance student mental health through a multi-pronged approach, so as to help students embrace the challenges of personal growth.

- End -

CONTROLLING OFFICER'S REPLY

EDB184

(Question Serial No. 2636)

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:

With the growing concerns about student mental health in recent years, the Education Bureau has mentioned that it will continue to promote students' mental health through various measures in 2025/26. In this connection, will the Government advise this Committee of –

- (1) the numbers of students with any type of mental illness (including but not limited to depression, bipolar affective disorder, anxiety-related disorders, schizophrenic spectrum disorder) in the past 5 financial years, in the form of a table;
- (2) whether the Government has allocated funding in a targeted way and implemented support measures to support the mental health needs of students with mental illness, given the rising concerns about student mental health in recent years; if yes, of the figures (including but not limited to funding, support measure, headcount of students served); if no, of the reasons;
- (3) further to the above question, the amount of funding to be allocated by the Government to support student mental health in 2025/26 and the specific support measures currently planned.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 16)

Reply:

- (1)
Mental illness is one of the types of special educational needs (SEN). The numbers of students with mental illness in public sector ordinary schools, from the 2019/20 to 2024/25 school years, are tabulated as follows –

School year	Primary schools	Secondary schools
2019/20	220	820
2020/21	290	1 100
2021/22	310	1 290
2022/23	370	1 610
2023/24	370	1 790
2024/25	420	2 090

Note: Figures include students with mental illness comorbid with other types of SEN.

(2) and (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 curriculum, information dissemination, activities, training and professional support.

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 growth 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 on student growth programmes for 2021-22, 2022-23, and 2023-24 were \$86 million, \$87 million, and \$91 million respectively.

To further promote student mental health, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year. The relevant expenditure is about \$700,000. Additionally, EDB provided secondary schools with short videos and lesson plans relating to student mental health.

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. Schools may deploy these grants in the 2023/24 and 2024/25 school years to conduct various mental health promotion activities or programmes for students and teachers. The expenditure of these 2 grants is about \$80 million. 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.

To promote mental health in schools in a more comprehensive and systematic manner, EDB has implemented the 4Rs Mental Health Charter in the 2024/25 school year and invited for the participation of all public sector and Direct Subsidy Scheme (DSS) schools in Hong Kong.

At the Selective level, EDB provides 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 organises about 40 additional thematic teacher training workshops for teachers and school guidance personnel in the 2024/25 school year, with a more intense focus on enhancing their capacity for 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.

Regarding professional support, all public sector ordinary primary and secondary schools in Hong Kong have been provided with the School-based Educational Psychology Service (SBEPS). 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 SEN, with a view to increasing the educational psychologist (EP)-to-school ratio. To enhance school social work services, EDB has provided more resources for public sector and DSS 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. Schools 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 EPs, has been providing 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.

At the Indicated level, 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.

Moreover, the Health Bureau, 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 EPs, 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. Starting from December 2023, the Government has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) in all secondary schools in Hong Kong by pooling together the schools' multi-disciplinary teams, the off-campus support network and medical services so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk. As the expenditure on the above initiatives is 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. The one-stop parent education website "Smart Parent Net" (parent.edu.hk) was launched 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. To help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children's mental health, EDB organises the "Caring for Their Heart and Soul, Growing along with Your Children" Parent Education Talk Series for parents of primary and secondary students in the 2024/25 school year. EDB has also promoted positive parent education and enhanced parents' awareness of children's mental health through diversified modes such as district-based film gala presentations. EDB's expenditures in 2021-22, 2022-23 and 2023-24 on promoting home-school co-operation and parent education were about \$140 million, \$180 million and \$160 million respectively.

As an ongoing effort, EDB will proactively enhance student mental health through a multi-pronged approach, so as to help students embrace the challenges of personal growth.

- End -

CONTROLLING OFFICER'S REPLY**EDB185****(Question Serial No. 2647)**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:

In light of the escalating issue of youth suicide in recent years, particularly during the pandemic, please provide figures for the past 5 years, broken down by category, such as the district/type of residence, educational/employment status, education level, socio-economic status, and mental health conditions.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 27)Reply:

The Education Bureau (EDB) has all along required primary and secondary schools to report fatal suspected student suicide cases in order to provide appropriate professional support to the schools concerned. The numbers of cases reported in the past 5 years (2020 to 2024) are tabulated as follows –

Year	No. of cases
2020	21
2021	25
2022	25
2023	32
2024	28

Of the cases reported in the past 5 years, secondary students accounted for about 92% of the total cases, while primary students accounted for about 8%. Suicide is a complex issue influenced by the interplay of 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). Each case has its unique underlying reasons. EDB does not collect information such as the type of residence and socio-economic status of students concerned.

- End -

CONTROLLING OFFICER'S REPLY

EDB186

(Question Serial No. 2652)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (2) Pre-primary Education

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

Director of Bureau: Secretary for Education

Question:

According to the summary results of the Population Census released by the Census and Statistics Department, the number of births in Hong Kong declined from 60 900 in 2016 to 33 000 and 36 700 in 2023 and 2024 respectively. In this connection, will the Government advise this Committee of the following –

- (a) the respective numbers of students attending kindergartens (KGs) and child care centres (CCCs) under different funding modes in each district by age and class level in the past 3 years;
- (b) the respective estimated numbers of students attending KGs and CCCs in each district by age and class level for the coming 6 years;
- (c) the respective numbers of KGs and CCCs under different funding modes as well as teachers thereof in each district in the past 3 years; and
- (d) the respective estimated numbers of KGs, CCCs and teachers thereof in each district for the coming 6 years?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 32)

Reply:

(a) and (c)

The numbers of kindergartens (KGs) joining the Kindergarten Education Scheme (Scheme) (Scheme-KGs) and not joining the Scheme (non-Scheme KGs), students at each class level and teachers by district from the 2022/23 to 2024/25 school years are set out at Annex 1. As for child care services provided by child care centres (CCCs) for children aged below 3, they are under the purview of the Social Welfare Department. The numbers of CCCs attached to KGs and the utilised places are set out at Annex 2. The Education Bureau (EDB) does not keep information on the number of child care workers serving in CCCs.

(b) and (d)

The figures on the projected school-age population aged 3 to 5 residing in Hong Kong by district from 2025 to 2030 are tabulated at Annex 3. This age group is generally considered appropriate for receiving KG education. Since the population projections refer to the projected number of children aged 3 to 5, irrespective of whether they are enrolled in schools or not, the figures provided should not be taken as the projected number of KG students. Besides, given that students under or above this age group may also enrol in KGs, the actual number of students at district and territory-wide levels may be different from the projected school-age population. In addition, parents may choose a KG for their children in districts other than their resident districts, hence EDB does not have the projected figures of the number of KG students. As for the number of KGs and CCCs, since their operation has all along been market-driven, and they can flexibly deploy their resources and employ teachers, we do not have the relevant projected figures. Overall speaking, decline in student population will lead to corresponding decline in the demand for teachers.

**Numbers of Scheme-KGs, students at each class level and teachers by district
from the 2022/23 to 2024/25 school years**

District	2022/23 school year					2023/24 school year					2024/25 school year				
	No. of KGs	No. of students			No. of teachers	No. of KGs	No. of students			No. of teachers	No. of KGs	No. of students			No. of teachers*
		K1	K2	K3			K1	K2	K3			K1	K2	K3	
Central & Western	25	1 195	1 226	1 292	307	24	1 091	1 209	1 192	279	24	1 090	1 194	1 311	286
Wan Chai	15	830	801	826	223	15	750	849	799	207	15	783	792	850	196
Eastern	51	1 719	1 781	1 964	511	49	1 362	1 711	1 760	453	47	1 134	1 320	1 694	412
Southern	19	553	640	696	189	19	487	557	646	168	18	403	471	536	157
Sham Shui Po	46	2 476	2 628	2 761	693	44	2 045	2 421	2 474	622	46	1 762	2 218	2 585	616
Yau Tsim Mong	25	1 035	1 105	1 130	313	24	937	1 075	1 101	294	24	811	986	1 074	285
Kowloon City	48	2 652	2 742	2 999	678	47	2 514	2 752	2 742	636	45	2 226	2 600	2 791	620
Wong Tai Sin	43	1 493	1 689	1 780	495	41	1 199	1 508	1 637	440	42	1 048	1 293	1 576	424
Kwun Tong	74	2 906	3 183	3 493	891	71	2 616	2 953	3 215	794	71	2 054	2 634	2 943	743
Tsuen Wan	33	1 553	1 621	1 674	398	29	1 166	1 404	1 412	334	31	1 169	1 331	1 558	354
Tuen Mun	57	2 814	2 912	3 041	725	58	2 552	2 973	3 020	710	58	2 128	2 614	2 967	677
Yuen Long	69	4 215	4 450	4 577	1 062	69	3 865	4 207	4 380	979	68	3 356	3 908	4 164	930
North	42	2 179	2 337	2 424	560	41	1 996	2 306	2 383	522	41	1 641	2 127	2 437	517
Tai Po	24	1 360	1 449	1 531	374	24	1 172	1 350	1 454	348	24	1 042	1 259	1 472	347
Sha Tin	56	2 742	2 818	3 034	735	58	2 490	2 943	3 043	728	58	2 040	2 552	2 965	690
Sai Kung	40	1 860	1 800	1 865	491	41	1 596	1 893	1 772	472	41	1 421	1 623	1 875	461
Islands	25	887	1 007	980	273	26	864	987	1 036	253	25	832	879	936	253
Kwai Tsing	57	2 190	2 305	2 515	624	58	1 920	2 312	2 391	588	56	1 531	1 967	2 325	572
All districts	749	34 659	36 494	38 582	9 542	738	30 622	35 410	36 457	8 827	734	26 471	31 768	36 059	8 540

Notes: (1) Figures on the number of KGs only refer to the position as at December of the respective school years, and the figures on the number of students and teachers 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 provided by KGs and KG-cum-CCCs to children aged 3 to 6, but not special CCCs registered under the Social Welfare Department.

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

* Figures are subject to revision.

**Numbers of non-Scheme-KGs, students at each class level and teachers by district
from the 2022/23 to 2024/25 school years**

District	2022/23 school year					2023/24 school year					2024/25 school year				
	No. of KGs	No. of students			No. of teachers	No. of KGs	No. of students			No. of teachers	No. of KGs	No. of students			No. of teachers*
		K1	K2	K3			K1	K2	K3			K1	K2	K3	
Central & Western	22	537	602	194	178	23	536	605	196	164	22	574	618	168	154
Wan Chai	17	1 327	1 221	969	300	16	1 241	1 256	953	280	15	1 204	1 268	983	284
Eastern	25	1 103	1 101	931	299	27	1 066	1 111	976	301	25	1 076	1 037	922	290
Southern	15	428	474	388	152	13	421	535	369	130	14	355	553	391	158
Sham Shui Po	12	397	438	408	118	10	446	529	554	127	8	370	342	310	85
Yau Tsim Mong	14	684	667	491	172	15	617	659	470	160	13	610	574	467	157
Kowloon City	52	3 358	3 480	2 993	742	52	3 171	3 420	2 982	710	47	2 751	3 243	3 046	659
Wong Tai Sin	1	180	180	173	28	2	227	219	231	41	1	180	180	175	23
Kwun Tong	4	44	48	53	19	3	51	42	51	22	3	37	57	32	20
Tsuen Wan	7	341	235	217	98	8	428	460	382	114	6	333	276	281	93
Tuen Mun	8	367	282	247	96	7	341	323	194	92	7	287	297	212	80
Yuen Long	9	391	329	314	103	11	343	419	305	101	10	313	338	352	98
North	5	106	115	98	38	5	129	138	145	45	3	109	80	73	30
Tai Po	12	344	370	278	119	12	290	326	267	101	11	275	267	233	87
Sha Tin	26	1 049	1 108	786	247	21	804	936	588	168	17	772	768	636	156
Sai Kung	31	943	765	571	241	29	801	831	532	211	28	702	711	582	187
Islands	12	276	326	131	76	12	281	322	151	73	11	293	326	165	66
Kwai Tsing	5	451	411	221	76	5	367	406	163	66	5	367	354	203	68
All districts	277	12 326	12 152	9 463	3 102	271	11 560	12 537	9 509	2 906	246	10 608	11 289	9 231	2 695

- Notes: (1) Figures on the number of KGs only refer to the position as at December of the respective school years, and the figures on the number of students and teachers 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 provided by KGs and KG-cum-CCCs to children aged 3 to 6, but not special CCCs registered under the Social Welfare Department.
- (3) School districts are delineated by the District Council districts of the school premises.
- * Figures are subject to revision.

**Numbers of CCCs attached to KGs and the utilised places by district
from the 2022/23 to 2024/25 school years**

District	2022/23 school year			2023/24 school year			2024/25 school year		
	No. of CCCs	No. of utilised places		No. of CCCs	No. of utilised places		No. of CCCs	No. of utilised places	
		Aged below 2	Aged 2 to 3		Aged below 2	Aged 2 to 3		Aged below 2	Aged 2 to 3
Central & Western	27	14	606	28	39	614	28	36	552
Wan Chai	17	16	614	17	16	603	17	16	524
Eastern	48	190	1 424	46	221	1 359	47	260	1 343
Southern	17	46	499	18	51	448	19	67	497
Sham Shui Po	28	16	731	24	16	732	25	16	690
Yau Tsim Mong	29	41	997	29	18	939	28	19	963
Kowloon City	44	121	1 613	45	127	1 596	44	114	1 542
Wong Tai Sin	24	30	414	24	30	403	24	30	367
Kwun Tong	40	42	831	38	42	762	38	42	748
Tsuen Wan	23	24	641	23	24	731	25	24	752
Tuen Mun	34	0	961	34	0	943	33	0	875
Yuen Long	33	24	1 074	33	24	1 193	34	24	1 184
North	20	0	534	19	0	532	19	0	553
Tai Po	19	8	574	19	14	562	18	2	525
Sha Tin	41	0	1 368	39	0	1 306	40	0	1 363
Sai Kung	38	39	1 213	38	70	1 069	38	56	1 173
Islands	15	12	232	15	7	296	13	24	317
Kwai Tsing	28	0	722	28	0	676	27	0	631
All districts	525	623	15 048	517	699	14 764	517	730	14 599

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

Projected school-age population aged 3 to 5 residing in Hong Kong by district from 2025 to 2030

District	2025	2026	2027	2028	2029	2030
Central & Western	3 900	3 000	2 500	2 400	3 000	3 500
Wan Chai	2 600	2 100	1 600	1 500	1 800	2 000
Eastern	6 500	5 600	4 800	4 500	4 800	5 100
Southern	3 500	3 000	2 800	2 800	3 100	3 300
Sham Shui Po	7 300	6 200	5 700	5 900	6 400	6 600
Yau Tsim Mong	5 800	4 200	3 200	3 100	3 500	4 000
Kowloon City	7 100	6 600	6 000	6 300	6 900	7 400
Wong Tai Sin	4 900	4 800	5 000	5 400	5 400	5 300
Kwun Tong	8 900	8 800	8 900	8 900	9 400	9 300
Tsuen Wan	5 300	3 900	2 900	2 800	3 300	4 000
Tuen Mun	9 800	8 400	8 100	8 000	8 300	8 500
Yuen Long	12 300	10 300	9 900	9 900	11 100	12 600
North	5 900	5 600	6 600	7 200	7 300	7 700
Tai Po	6 300	5 900	5 400	5 200	5 200	5 300
Sha Tin	10 500	9 100	8 700	8 300	8 500	8 300
Sai Kung	9 800	8 900	8 000	7 600	7 700	8 700
Islands	5 100	4 600	4 200	4 600	6 100	6 400
Kwai Tsing	7 000	6 100	6 100	6 000	6 100	6 100
All districts	122 500	107 100	100 400	100 400	107 900	114 100

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 3 to 5 is considered appropriate for receiving KG education (i.e. K1 to K3).

- (3) Figures refer to the projected number of local persons (i.e. Hong Kong usual residents) aged 3 to 5 residing in the districts. The projected figures should not be taken as the projected number of students attending schools in the districts. The latter would be affected by the prevailing distribution of school places, demand for school places and parental choices. Persons under the age of 3 or over the age of 5 may also receive KG education.
- (4) Figures are rounded to the nearest hundred and may not add up to the respective totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB187

(Question Serial No. 2653)

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:

Please provide the respective amounts of funding allocated to various universities, The Education University of Hong Kong, the Vocational Training Council, adult education providers, and all secondary schools, primary schools, kindergartens and special schools in the categories of government, aided, Direct Subsidy Scheme, caput, international schools and schools under the English Schools Foundation, as well as the unit cost of each subsidised place from 2019-20 to 2024-25.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 33)

Reply:

The respective financial provisions under the General Revenue Account (GRA) and unit costs per subsidised student for the 5 financial years from 2020-21 to 2024-25 are set out in the **Annex**.

Respective Financial Provisions under GRA and Unit Costs per Subsidised Student¹

Category of Subventions ²	Financial Provision					Unit Cost				
	2020-21	2021-22	2022-23	2023-24	2024-25 Revised	2020-21	2021-22	2022-23	2023-24	2024-25 Revised
	Actual \$ million	Actual \$ million	Actual \$ million	Actual \$ million	Estimate \$ million	Actual \$	Actual \$	Actual \$	Actual \$	Estimate \$
Kindergartens and Kindergarten-cum-child care centres under the Kindergarten Education Scheme	6,398	6,322	5,740	5,800	5,292	49,641	51,680	50,668	54,969	54,240
Government primary schools ³	1,548	1,578	1,625	1,705	1,785	84,766	87,131	91,870	97,767	105,200
Aided primary schools	20,540	20,467	21,075	21,963	22,178	74,094	74,352	77,782	83,348	87,560
English Schools Foundation junior schools ⁴	42	24	17	17	17	31,243	57,776	N.A.	N.A.	N.A.
Primary Schools under the Direct Subsidy Scheme ⁵	1,151	1,142	1,162	1,262	1,340	71,537	72,232	74,847	80,281	82,880
Government secondary schools ³	1,795	1,841	1,883	1,978	2,090	91,933	92,609	94,362	98,641	103,780
Aided secondary schools	24,634	24,556	24,806	25,600	26,181	96,184	95,193	95,486	97,889	99,590
Caput schools	110	109	109	115	121	86,797	88,048	87,721	92,448	89,740
English Schools Foundation secondary schools	173	173	158	139	116	29,375	29,345	29,590	31,118	32,610
Secondary schools under the Direct Subsidy Scheme ⁵	3,656	3,613	3,531	4,049	4,201	80,595	81,016	80,584	87,643	88,590
Aided special schools	3,209	3,305	3,482	3,751	3,884	342,186	345,455	359,280	383,768	393,020
Vocational Training Council ⁶	2,783	2,817	2,891	3,694	3,076	107,700	115,300	121,600	126,700	132,400
University Grants Committee-funded Universities ⁷	21,053	21,020	21,446	22,480	23,633	251,742	251,715	261,265	272,601	281,300

Notes

1. To ensure a timely and pertinent response to the question, we only provide the relevant information for the past 5 years.
2. There is no direct government funding allocated to adult education providers. Students taking courses under the Financial Assistance Scheme for Designated Evening Adult Education Courses and meeting the eligibility criteria can receive partial or full tuition fee reimbursement under the financial assistance schemes administered by the Working Family and Student Financial Assistance Agency.

3. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 – Government Secretariat: Education Bureau and staff on-costs such as pensions, housing benefits, etc.
4. According to the arrangements agreed between the Government and English Schools Foundation (ESF), the annual recurrent subvention provided by the Government for ESF's mainstream junior and secondary schools will be phased out progressively in 13 years starting from the 2016/17 school year until the 2028/29 school year (i.e. subvention starting to phase out from the 2016/17 school year and the 2022/23 school year for junior and secondary schools respectively), but the subvention for rates and Government rent and students with special educational needs will remain unchanged for the time being. Starting from the 2021/22 school year, apart from a small number of subsidised special education school places, the Government has completely phased out the subvention provided for ordinary school places in ESF's junior schools. Therefore, the unit cost is not applicable starting from the 2022-23 financial year.
5. The unit costs of schools under the Direct Subsidy Scheme reflect only the government subsidy portion.
6. The financial provision for the Vocational Training Council (VTC) covers the vocational and professional education and training courses at higher technician, technician and craft levels offered by the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College and other training institutes of VTC. The unit costs are calculated on an academic year and a full-time-equivalent basis.
7. Grants to individual universities under Head 190 – University Grants Committee (UGC) are as follows –

	2020-21	2021-22	2022-23	2023-24	2024-25
	Actual	Actual	Actual	Actual	Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	2,707	2,685	2,620	2,659	2,755
Hong Kong Baptist University	1,330	1,302	1,339	1,423	1,499
Lingnan University	477	464	484	524	544
The Chinese University of Hong Kong	4,593	4,612	4,752	5,004	5,309
The Education University of Hong Kong	998	972	1,026	1,103	1,174
The Hong Kong Polytechnic University	3,447	3,421	3,519	3,607	3,770
The Hong Kong University of Science and Technology	2,590	2,590	2,617	2,758	2,912
The University of Hong Kong	4,911	4,974	5,088	5,402	5,670
Total*	21,053	21,020	21,446	22,480	23,633

**The sum of figures may differ slightly from the total due to rounding.*

The amounts above pertain to the grants to UGC-funded universities. They do not include the refund of rates and government rent to UGC-funded universities and the housing-related expenses other than Home Financing Scheme.

As for the unit costs, the figures refer to the recurrent grants (i.e. excluding non-recurrent grants and fellowships) provided to the universities in the academic year divided by the total number of student places on a full-time equivalent basis. 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 the block grants to conduct UGC-funded activities other than teaching (e.g. research), such figures do not reflect the actual teaching cost per capita for the universities in each academic year.

- End -

CONTROLLING OFFICER'S REPLY**EDB188****(Question Serial No. 2654)**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 numbers of teachers in all government, aided, Direct Subsidy Scheme, caput and private secondary schools in Hong Kong by first major subject taught at both junior and senior secondary levels from 2019-20 to 2024-25, as well as the following –

- (1) among them, the numbers and percentages of teachers with only an undergraduate degree in the subjects that they teach; and
- (2) among them, the numbers and percentages of teachers with both an undergraduate degree and specialised teacher training qualification (such as Bachelor of Education and Diploma in Education) in the subjects that they teach.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 34)Reply:

(1) to (2)

The numbers of secondary school teachers by first major subject taught (categorised by Key Learning Area) from the 2019/20 to 2024/25 school years are tabulated below –

First major subject taught (categorised by Key Learning Area)	No. of teachers	Teachers with only an undergraduate degree in the subjects that they teach		Teachers without an undergraduate degree but with specialised teacher training qualification in the subjects that they teach		Teachers with both an undergraduate degree and specialised teacher training qualification in the subjects that they teach	
		No.	Percentage	No.	Percentage	No.	Percentage
2019/20 school year							
Chinese Language Education	4 889	365	7.5%	172	3.5%	4 180	85.5%

First major subject taught (categorised by Key Learning Area)	No. of teachers	Teachers with only an undergraduate degree in the subjects that they teach		Teachers without an undergraduate degree but with specialised teacher training qualification in the subjects that they teach		Teachers with both an undergraduate degree and specialised teacher training qualification in the subjects that they teach	
		No.	Percentage	No.	Percentage	No.	Percentage
English Language Education	5 161	426	8.3%	373	7.2%	4 157	80.5%
Mathematics Education	3 838	240	6.3%	558	14.5%	2 625	68.4%
Science Education	2 801	268	9.6%	302	10.8%	2 070	73.9%
Technology Education	2 021	480	23.8%	354	17.5%	823	40.7%
Personal, Social and Humanities Education	3 225	496	15.4%	156	4.8%	1 783	55.3%
Arts Education	1 223	130	10.6%	126	10.3%	899	73.5%
Physical Education	1 032	21	2.0%	169	16.4%	820	79.5%
2020/21 school year							
Chinese Language Education	4 965	389	7.8%	171	3.4%	4 227	85.1%
English Language Education	5 228	456	8.7%	359	6.9%	4 206	80.5%
Mathematics Education	3 877	255	6.6%	541	14.0%	2 630	67.8%
Science Education	2 871	296	10.3%	307	10.7%	2 096	73.0%
Technology Education	2 042	507	24.8%	345	16.9%	829	40.6%
Personal, Social and Humanities Education	3 351	556	16.6%	169	5.0%	1 785	53.3%
Arts Education	1 253	135	10.8%	124	9.9%	919	73.3%
Physical Education	1 038	17	1.6%	166	16.0%	839	80.8%
2021/22 school year							
Chinese Language Education	5 046	462	9.2%	163	3.2%	4 204	83.3%
English Language Education	5 254	507	9.6%	332	6.3%	4 189	79.7%
Mathematics Education	3 915	290	7.4%	527	13.5%	2 594	66.3%

First major subject taught (categorised by Key Learning Area)	No. of teachers	Teachers with only an undergraduate degree in the subjects that they teach		Teachers without an undergraduate degree but with specialised teacher training qualification in the subjects that they teach		Teachers with both an undergraduate degree and specialised teacher training qualification in the subjects that they teach	
		No.	Percentage	No.	Percentage	No.	Percentage
Science Education	2 928	417	14.2%	204	7.0%	2 168	74.0%
Technology Education	2 073	506	24.4%	335	16.2%	839	40.5%
Personal, Social and Humanities Education	3 578	623	17.4%	183	5.1%	1 856	51.9%
Arts Education	1 279	150	11.7%	122	9.5%	936	73.2%
Physical Education	1 066	21	2.0%	154	14.4%	880	82.6%
2022/23 school year							
Chinese Language Education	5 065	569	11.2%	147	2.9%	4 105	81.0%
English Language Education	5 200	599	11.5%	304	5.8%	4 007	77.1%
Mathematics Education	3 951	348	8.8%	503	12.7%	2 488	63.0%
Science Education	2 968	524	17.7%	199	6.7%	2 085	70.2%
Technology Education	2 156	549	25.5%	328	15.2%	810	37.6%
Personal, Social and Humanities Education	3 775	730	19.3%	197	5.2%	1 864	49.4%
Arts Education	1 292	170	13.2%	230	17.8%	785	60.8%
Physical Education	1 077	24	2.2%	147	13.6%	891	82.7%
2023/24 school year							
Chinese Language Education	5 091	652	12.8%	140	2.7%	4 058	79.7%
English Language Education	5 251	651	12.4%	287	5.5%	3 994	76.1%
Mathematics Education	4 027	390	9.7%	477	11.8%	2 473	61.4%
Science Education	3 001	604	20.1%	206	6.9%	2 032	67.7%
Technology Education	2 170	554	25.5%	307	14.1%	790	36.4%

First major subject taught (categorised by Key Learning Area)	No. of teachers	Teachers with only an undergraduate degree in the subjects that they teach		Teachers without an undergraduate degree but with specialised teacher training qualification in the subjects that they teach		Teachers with both an undergraduate degree and specialised teacher training qualification in the subjects that they teach	
		No.	Percentage	No.	Percentage	No.	Percentage
Personal, Social and Humanities Education	3 882	786	20.2%	199	5.1%	1 851	47.7%
Arts Education	1 296	191	14.7%	89	6.9%	934	72.1%
Physical Education	1 093	22	2.0%	138	12.6%	913	83.5%
2024/25 school year							
Chinese Language Education	5 122	710	13.9%	143	2.8%	4 033	78.7%
English Language Education	5 342	676	12.7%	287	5.4%	4 006	75.0%
Mathematics Education	4 045	410	10.1%	465	11.5%	2 436	60.2%
Science Education	3 024	648	21.4%	199	6.6%	1 996	66.0%
Technology Education	2 201	559	25.4%	304	13.8%	785	35.7%
Personal, Social and Humanities Education	3 832	815	21.3%	176	4.6%	1 820	47.5%
Arts Education	1 302	207	15.9%	78	6.0%	931	71.5%
Physical Education	1 111	24	2.2%	133	12.0%	929	83.6%

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. Figures for the 2024/25 school year are provisional figures.
- (2) Figures do not include international schools and special schools.
- (3) Figures include regular/contract teachers (i.e. teachers employed within staff establishment and under various education schemes, funding or grants).

- End -

CONTROLLING OFFICER'S REPLY**EDB189****(Question Serial No. 3240)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

The Education Bureau has put in place the “Choice of Schools List for Central Allocation (for applicant children residing in the Mainland)” for cross-boundary students (CBS) applying for Primary 1 (P1) school places.

- (a) Please provide the number of P1 places available on the List and the number of CBS who were allocated a P1 place in the recent 5 school years, broken down by district; and
- (b) Please provide the number of CBS and their percentage in the total number of school places in the recent 5 school years, broken down by school type, district and level.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 35)Reply:

- (a) To alleviate the impact of increasing number of cross-boundary students (CBS) on the demand and supply of public sector primary school places in individual districts, notably the North District, the Education Bureau (EDB) has, starting from the 2014/15 school year, implemented the revised arrangements for the Central Allocation (CA) under the Primary One Admission (POA) System, providing children who intend to commute daily to schools in Hong Kong with a separate Choice of Schools List for CA. The number of Primary One (P1) places provided for CBS at the CA stage of POA 2020 to POA 2024 by district of school net is tabulated as follows –

District	2020	2021	2022	2023	2024
Tuen Mun	151	84	84	84	84
Yuen Long	152	117	116	116	117
North	105	163	179	120	121
Tai Po	80	Not applicable*			
Tung Chung	15				
Total	503	364	379	320	322

* Starting from POA 2021, schools in these districts have been removed from the List

The number of CBS allocated a P1 place at the CA stage of POA 2020 to POA 2024 (for admission to P1 from the 2020/21 to 2024/25 school years respectively) is 407, 285, 185, 105 and 196 respectively.

- (b) The number of CBS in kindergartens (KGs) (including kindergarten-cum-child care centres (KG-cum-CCCs)), primary schools and secondary schools by district and level as well as their percentage in the total number of school places in the 2022/23, 2023/24 and 2024/25 school years are tabulated at Annexes 1, 2 and 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 travel daily across the boundary to attend schools in Hong Kong. As such, EDB is not able to gather data on the number of CBS travelling daily across the boundary in the said 2 school years based on the criteria before the epidemic. In October 2020 and September 2021, EDB collected information via schools on the number of students studying in KGs (including KG-cum-CCCs), primary and secondary schools in each district and residing in the Mainland at that time. The number of students residing in the Mainland by level in each district and their percentage in the total number of school places are tabulated at Annex 4.

**Number of CBS in KGs
(including KG-cum-CCCs) by district and level, and
their percentage in the total number of school places
in the 2022/23 to 2024/25 school years**

(i) 2022/23 and 2023/24 school years

District	Number of CBS in KGs (including KG-cum-CCCs) (percentage in the total number of school places)			
	K1	K2	K3	Sub-total
2022/23 school year				
Tuen Mun	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)
Yuen Long	2 (0.0%)	0 (0.0%)	4 (0.1%)	6 (0.0%)
North	65 (2.3%)	126 (4.1%)	157 (4.9%)	348 (3.8%)
Tai Po	0 (0.0%)	3 (0.1%)	4 (0.2%)	7 (0.1%)
Tung Chung	2 (0.2%)	0 (0.0%)	0 (0.0%)	2 (0.1%)
2023/24 school year				
Yuen Long	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)
North	92 (3.6%)	109 (3.8%)	152 (4.9%)	353 (4.1%)
Tai Po	1 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.0%)

- Notes: (1) Figures for the 2022/23 school year refer to the position as at February 2023; figures for the 2023/24 school year refer to the position as at October 2023.
- (2) 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, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin, Tung Chung and Kwai Tsing districts.
- (3) Figures on school places do not include vacant classrooms and vacant CCC portions.
- (4) Districts with no CBS in the respective school years are not shown in the above table.

(ii) 2024/25 school year

District	Number of CBS in KGs (including KG-cum-CCCs) (percentage in the total number of school places)			
	K1	K2	K3	Sub-total
Yuen Long	1 (0.0%)	2 (0.0%)	1 (0.0%)	4 (0.0%)
North	78 (3.7%)	126 (4.8%)	180 (6.0%)	384 (5.0%)

- Notes: (1) Since the governments of Shenzhen and Hong Kong relaxed the eligibility criteria for taking cross-boundary school coaches to all CBS attending KGs, primary and secondary schools in Hong Kong starting from the 2024/25 school year, EDB has been collecting data related to CBS via schools across Hong Kong. Figures for the 2024/25 school year refer to the position as at September 2024. Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Hong Kong in the 2024/25 school year.
- (2) Figures on school places do not include vacant classrooms and vacant CCC portions.
- (3) Districts with no CBS in the respective school years are not shown in the above table.

**Number of CBS in primary schools by district and level, and
their percentage in the total number of school places
in the 2022/23 to 2024/25 school years**

(i) 2022/23 and 2023/24 school years

District	Number of CBS in primary schools (percentage in the total number of school places)						
	P1	P2	P3	P4	P5	P6	Sub-total
2022/23 school year							
Wong Tai Sin	2 (0.1%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	16 (0.5%)	63 (2.0%)	83 (0.5%)
Tsuen Wan	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5 (0.2%)	5 (0.0%)
Tuen Mun	12 (0.3%)	5 (0.1%)	13 (0.3%)	66 (1.7%)	204 (4.7%)	243 (5.5%)	543 (2.3%)
Yuen Long	13 (0.3%)	17 (0.3%)	30 (0.6%)	105 (2.0%)	348 (6.0%)	489 (8.4%)	1 002 (3.1%)
North	159 (5.9%)	193 (7.1%)	231 (7.8%)	429 (14.1%)	991 (27.5%)	1 021 (28.8%)	3 024 (16.3%)
Tai Po	6 (0.2%)	13 (0.5%)	44 (1.7%)	111 (4.3%)	340 (10.9%)	383 (12.5%)	897 (5.5%)
Sha Tin	1 (0.0%)	0 (0.0%)	0 (0.0%)	5 (0.1%)	30 (0.5%)	55 (0.9%)	91 (0.3%)
Tung Chung	1 (0.1%)	0 (0.0%)	1 (0.1%)	21 (2.3%)	85 (8.1%)	122 (13.2%)	230 (4.4%)
Kwai Tsing	1 (0.0%)	1 (0.0%)	0 (0.0%)	4 (0.1%)	41 (1.2%)	79 (2.3%)	126 (0.7%)
2023/24 school year							
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	7 (0.2%)	8 (0.0%)
Tuen Mun	5 (0.1%)	7 (0.2%)	6 (0.2%)	11 (0.3%)	61 (1.5%)	159 (3.6%)	249 (1.1%)
Yuen Long	17 (0.3%)	13 (0.3%)	16 (0.3%)	21 (0.4%)	87 (1.7%)	268 (4.6%)	422 (1.3%)
North	231 (9.0%)	167 (6.2%)	186 (6.8%)	257 (8.6%)	475 (15.6%)	911 (25.2%)	2 227 (12.7%)
Tai Po	6 (0.3%)	4 (0.2%)	8 (0.3%)	27 (1.1%)	98 (3.8%)	255 (8.3%)	398 (2.6%)
Sha Tin	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (0.1%)	33 (0.5%)	40 (0.1%)
Tung Chung	2 (0.3%)	3 (0.4%)	1 (0.1%)	2 (0.2%)	15 (1.7%)	73 (6.9%)	96 (1.9%)
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	3 (0.1%)	23 (0.7%)	27 (0.1%)

- Notes: (1) Figures for the 2022/23 school year refer to the position as at February 2023; figures for the 2023/24 school year refer to the position as at October 2023.
- (2) 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, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin, Tung Chung and Kwai Tsing districts.
- (3) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Figures include ordinary primary schools, but not special schools.
- (4) Districts with no CBS in the respective school years are not shown in the above table.

(ii) 2024/25 school year

District	Number of CBS in primary schools (percentage in the total number of school places)						
	P1	P2	P3	P4	P5	P6	Sub-total
Central & Western	0 (0.0%)	1 (0.1%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.0%)
Yau Tsim Mong	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Wong Tai Sin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)
Kwun Tong	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)
Tuen Mun	5 (0.1%)	8 (0.2%)	6 (0.2%)	17 (0.4%)	33 (0.8%)	75 (1.9%)	144 (0.6%)
Yuen Long	13 (0.3%)	18 (0.4%)	20 (0.4%)	33 (0.7%)	42 (0.8%)	114 (2.2%)	240 (0.8%)
North	286 (11.3%)	262 (10.2%)	204 (7.6%)	258 (9.5%)	365 (12.3%)	529 (17.4%)	1 904 (11.5%)
Tai Po	8 (0.3%)	9 (0.4%)	10 (0.4%)	18 (0.7%)	59 (2.4%)	116 (4.5%)	220 (1.5%)
Sha Tin	0 (0.0%)	1 (0.0%)	1 (0.0%)	1 (0.0%)	7 (0.1%)	10 (0.2%)	20 (0.1%)
Islands	5 (0.3%)	2 (0.2%)	5 (0.4%)	4 (0.3%)	2 (0.1%)	23 (1.5%)	41 (0.5%)
Kwai Tsing	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	2 (0.0%)

- Notes: (1) Since the governments of Shenzhen and Hong Kong relaxed the eligibility criteria for taking cross-boundary school coaches to all CBS attending KGs, primary and secondary schools in Hong Kong starting from the 2024/25 school year, EDB has been collecting data related to CBS via schools across Hong Kong. Figures for the 2024/25 school year refer to the position as at September 2024. Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Hong Kong in the 2024/25 school year.
- (2) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by schools concerned. Figures include ordinary primary schools, but not special schools.
- (3) Districts with no CBS in the respective school years are not shown in the above table.

Number of CBS in secondary schools by district and level, and their percentage in the total number of school places in the 2022/23 to 2024/25 school years

(i) 2022/23 and 2023/24 school years

District	Number of CBS in secondary schools (percentage in the total number of school places)						
	S1	S2	S3	S4	S5	S6	Sub-total
2022/23 school year							
Wong Tai Sin	16 (0.5%)	0 (0.0%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	18 (0.1%)
Tsuen Wan	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Tuen Mun	339 (7.6%)	353 (7.8%)	318 (7.0%)	290 (6.4%)	195 (4.5%)	68 (1.6%)	1 563 (5.9%)
Yuen Long	366 (6.9%)	398 (7.3%)	405 (6.9%)	208 (3.8%)	129 (2.5%)	41 (0.8%)	1 547 (4.8%)
North	970 (27.8%)	981 (28.8%)	864 (25.3%)	759 (22.4%)	528 (16.4%)	239 (9.0%)	4 341 (22.1%)
Tai Po	380 (13.8%)	378 (13.2%)	287 (9.7%)	272 (9.6%)	141 (5.4%)	62 (2.5%)	1 520 (9.2%)
Sha Tin	56 (0.9%)	62 (0.9%)	63 (0.9%)	38 (0.6%)	38 (0.6%)	6 (0.1%)	263 (0.7%)
Tung Chung	35 (3.8%)	34 (3.7%)	24 (2.6%)	23 (2.3%)	14 (1.5%)	1 (0.1%)	131 (2.3%)
Kwai Tsing	10 (0.3%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (0.0%)
2023/24 school year							
Wong Tai Sin	37 (1.2%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	39 (0.2%)
Tsuen Wan	6 (0.4%)	3 (0.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (0.1%)
Tuen Mun	297 (6.6%)	264 (6.0%)	258 (5.7%)	193 (4.3%)	144 (3.2%)	103 (2.4%)	1 259 (4.7%)
Yuen Long	408 (7.7%)	368 (7.0%)	369 (6.8%)	359 (6.2%)	191 (3.5%)	120 (2.3%)	1 815 (5.6%)
North	1 088 (31.9%)	1 044 (30.0%)	1 044 (30.7%)	819 (24.1%)	692 (20.4%)	437 (13.6%)	5 124 (25.2%)
Tai Po	450 (16.0%)	427 (15.5%)	376 (13.3%)	315 (10.8%)	266 (9.4%)	160 (6.2%)	1 994 (11.9%)
Sha Tin	48 (0.8%)	52 (0.8%)	58 (0.9%)	46 (0.7%)	24 (0.4%)	17 (0.3%)	245 (0.6%)
Tung Chung	75 (7.6%)	35 (3.8%)	31 (3.4%)	6 (0.7%)	7 (0.8%)	1 (0.1%)	155 (2.8%)
Kwai Tsing	20 (0.5%)	5 (0.1%)	0 (0.0%)	1 (0.0%)	4 (0.1%)	0 (0.0%)	30 (0.1%)

- Notes: (1) Figures for the 2022/23 school year refer to the position as at February 2023; figures for the 2023/24 school year refer to the position as at October 2023.
- (2) 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, Tuen Mun, Yuen Long, North, Tai Po, Sha Tin, Tung Chung and Kwai Tsing districts.
- (3) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by the schools concerned. 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.

(ii) 2024/25 school year

District	Number of CBS in secondary schools (percentage in the total number of school places)						
	S1	S2	S3	S4	S5	S6	Sub-total
Central & Western	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	2 (0.0%)
Eastern	4 (0.1%)	2 (0.0%)	1 (0.0%)	0 (0.0%)	3 (0.1%)	0 (0.0%)	10 (0.0%)
Southern	10 (0.3%)	13 (0.4%)	7 (0.2%)	2 (0.1%)	2 (0.1%)	0 (0.0%)	34 (0.2%)
Sham Shui Po	17 (0.4%)	14 (0.4%)	6 (0.2%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	38 (0.2%)
Yau Tsim Mong	6 (0.2%)	3 (0.1%)	3 (0.1%)	2 (0.1%)	0 (0.0%)	1 (0.0%)	15 (0.1%)
Kowloon City	18 (0.3%)	21 (0.4%)	4 (0.1%)	5 (0.1%)	0 (0.0%)	0 (0.0%)	48 (0.1%)
Wong Tai Sin	35 (1.1%)	40 (1.3%)	10 (0.3%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	86 (0.5%)
Kwun Tong	0 (0.0%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	3 (0.0%)
Tsuen Wan	4 (0.2%)	4 (0.2%)	4 (0.2%)	0 (0.0%)	1 (0.1%)	0 (0.0%)	13 (0.1%)
Tuen Mun	329 (7.2%)	359 (7.9%)	359 (8.1%)	270 (6.0%)	189 (4.2%)	134 (3.0%)	1 640 (6.1%)
Yuen Long	385 (7.3%)	468 (8.8%)	447 (8.5%)	442 (8.2%)	396 (6.9%)	205 (3.8%)	2 343 (7.2%)
North	1 076 (31.4%)	1 128 (33.0%)	1 092 (31.3%)	995 (29.2%)	793 (23.2%)	664 (19.7%)	5 748 (28.0%)
Tai Po	411 (14.4%)	500 (18.0%)	508 (18.8%)	430 (15.5%)	289 (10.2%)	272 (9.8%)	2 410 (14.4%)
Sha Tin	78 (1.2%)	100 (1.6%)	155 (2.5%)	80 (1.2%)	65 (1.0%)	26 (0.4%)	504 (1.3%)
Sai Kung	1 (0.0%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.0%)
Islands	46 (3.5%)	76 (5.8%)	40 (3.2%)	39 (3.1%)	16 (1.3%)	15 (1.2%)	232 (3.1%)
Kwai Tsing	12 (0.3%)	26 (0.7%)	4 (0.1%)	0 (0.0%)	1 (0.0%)	2 (0.1%)	45 (0.2%)

- Notes: (1) Since the governments of Shenzhen and Hong Kong relaxed the eligibility criteria for taking cross-boundary school coaches to all CBS attending KGs, primary and secondary schools in Hong Kong starting from the 2024/25 school year, EDB has been collecting data related to CBS via schools across Hong Kong. Figures for the 2024/25 school year refer to the position as at September 2024. Figures are based on the annual surveys on the number of students travelling daily across the boundary conducted via schools in Hong Kong in the 2024/25 school year.
- (2) Figures on school places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms) in accordance with the planned class sizes as adopted by the schools concerned. 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) Districts with no CBS in the respective school years are not shown in the above table.

**Number of CBS by district and level, and
their percentage in the total number of school places
in the 2020/21 and 2021/22 school years**

(i) KGs (including KG-cum-CCCs)

District	Number of students studying in KGs (including KG-cum-CCCs) in Hong Kong but residing in the Mainland (percentage in the total number of school places)			
	K1	K2	K3	Sub-total
2020/21 school year				
Central & Western	5 (0.2%)	8 (0.3%)	2 (0.1%)	15 (0.2%)
Wan Chai	12 (0.4%)	4 (0.1%)	2 (0.1%)	18 (0.2%)
Eastern	36 (0.8%)	19 (0.4%)	8 (0.2%)	63 (0.4%)
Southern	6 (0.3%)	2 (0.1%)	3 (0.2%)	11 (0.2%)
Sham Shui Po	32 (0.8%)	24 (0.6%)	17 (0.4%)	73 (0.6%)
Yau Tsim Mong	23 (1.0%)	20 (0.8%)	11 (0.5%)	54 (0.8%)
Kowloon City	51 (0.6%)	40 (0.4%)	25 (0.3%)	116 (0.5%)
Wong Tai Sin	21 (0.9%)	16 (0.6%)	5 (0.2%)	42 (0.6%)
Kwun Tong	24 (0.5%)	27 (0.6%)	14 (0.3%)	65 (0.5%)
Tsuen Wan	19 (0.8%)	21 (0.8%)	10 (0.4%)	50 (0.6%)
Tuen Mun	33 (0.8%)	32 (0.7%)	17 (0.4%)	82 (0.6%)
Yuen Long	52 (0.9%)	64 (1.0%)	43 (0.7%)	159 (0.9%)
North	371 (12.5%)	470 (13.8%)	465 (13.6%)	1 306 (13.3%)
Tai Po	15 (0.6%)	15 (0.6%)	11 (0.5%)	41 (0.6%)
Sha Tin	17 (0.3%)	23 (0.4%)	10 (0.2%)	50 (0.3%)
Sai Kung	11 (0.3%)	11 (0.3%)	4 (0.1%)	26 (0.2%)
Islands	2 (0.1%)	4 (0.2%)	1 (0.1%)	7 (0.1%)
Kwai Tsing	22 (0.6%)	25 (0.6%)	18 (0.5%)	65 (0.6%)

District	Number of students studying in KGs (including KG-cum-CCCs) in Hong Kong but residing in the Mainland (percentage in the total number of school places)			
	K1	K2	K3	Sub-total
2021/22 school year				
Central & Western	1 (0.0%)	1 (0.0%)	1 (0.0%)	3 (0.0%)
Wan Chai	2 (0.1%)	0 (0.0%)	2 (0.1%)	4 (0.0%)
Eastern	14 (0.3%)	15 (0.3%)	13 (0.3%)	42 (0.3%)
Southern	0 (0.0%)	5 (0.2%)	0 (0.0%)	5 (0.1%)
Sham Shui Po	3 (0.1%)	17 (0.4%)	5 (0.1%)	25 (0.2%)
Yau Tsim Mong	2 (0.1%)	7 (0.3%)	6 (0.3%)	15 (0.2%)
Kowloon City	10 (0.1%)	14 (0.2%)	4 (0.0%)	28 (0.1%)
Wong Tai Sin	4 (0.2%)	3 (0.1%)	4 (0.1%)	11 (0.1%)
Kwun Tong	17 (0.4%)	14 (0.3%)	14 (0.3%)	45 (0.3%)
Tsuen Wan	5 (0.2%)	8 (0.3%)	10 (0.4%)	23 (0.3%)
Tuen Mun	7 (0.2%)	14 (0.3%)	25 (0.6%)	46 (0.4%)
Yuen Long	6 (0.1%)	15 (0.2%)	26 (0.4%)	47 (0.3%)
North	141 (5.0%)	256 (8.5%)	328 (9.7%)	725 (7.9%)
Tai Po	0 (0.0%)	8 (0.3%)	5 (0.2%)	13 (0.2%)
Sha Tin	3 (0.1%)	3 (0.1%)	6 (0.1%)	12 (0.1%)
Sai Kung	6 (0.2%)	7 (0.2%)	0 (0.0%)	13 (0.1%)
Islands	0 (0.0%)	2 (0.1%)	0 (0.0%)	2 (0.0%)
Kwai Tsing	5 (0.1%)	3 (0.1%)	7 (0.2%)	15 (0.1%)

Note: Figures for the 2020/21 and 2021/22 school years are based on the survey on the number of students studying in KGs in Hong Kong but residing in the Mainland conducted via KGs in all districts in October 2020 and September 2021 respectively. 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 in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days had returned to live in the Mainland in response to the COVID-19 epidemic situation as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in the 2 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 in the 2022/23, 2023/24 and 2024/25 school years set out at Annex 1.

(ii) Primary schools

District	Number of students studying in primary schools in Hong Kong but residing in the Mainland (percentage in the total number of school places)						
	P1	P2	P3	P4	P5	P6	Sub-total
2020/21 school year							
Central & Western	3 (0.1%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	3 (0.1%)	1 (0.0%)	9 (0.1%)
Wan Chai	2 (0.1%)	6 (0.2%)	4 (0.2%)	2 (0.1%)	5 (0.2%)	1 (0.0%)	20 (0.1%)
Eastern	11 (0.3%)	8 (0.2%)	2 (0.0%)	17 (0.4%)	8 (0.2%)	5 (0.1%)	51 (0.2%)
Southern	4 (0.1%)	2 (0.1%)	3 (0.1%)	3 (0.1%)	1 (0.0%)	1 (0.0%)	14 (0.1%)
Sham Shui Po	7 (0.2%)	8 (0.2%)	9 (0.2%)	11 (0.3%)	4 (0.1%)	3 (0.1%)	42 (0.2%)
Yau Tsim Mong	6 (0.2%)	8 (0.3%)	9 (0.3%)	8 (0.3%)	9 (0.4%)	8 (0.3%)	48 (0.3%)
Kowloon City	5 (0.1%)	5 (0.1%)	10 (0.2%)	15 (0.2%)	11 (0.2%)	6 (0.1%)	52 (0.1%)
Wong Tai Sin	5 (0.2%)	6 (0.2%)	26 (0.8%)	119 (3.7%)	101 (3.2%)	67 (2.2%)	324 (1.8%)
Kwun Tong	3 (0.1%)	5 (0.1%)	7 (0.1%)	7 (0.1%)	6 (0.1%)	2 (0.0%)	30 (0.1%)
Tsuen Wan	0 (0.0%)	1 (0.0%)	4 (0.2%)	13 (0.5%)	16 (0.7%)	3 (0.1%)	37 (0.3%)
Tuen Mun	30 (0.8%)	85 (2.1%)	346 (7.9%)	408 (9.4%)	471 (11.4%)	428 (10.5%)	1 768 (7.1%)
Yuen Long	58 (1.1%)	155 (2.9%)	522 (8.8%)	740 (12.4%)	730 (12.6%)	712 (12.7%)	2 917 (8.6%)
North	456 (16.7%)	651 (23.1%)	1 316 (38.6%)	1 457 (42.2%)	1 391 (42.0%)	1 203 (38.7%)	6 474 (34.4%)
Tai Po	90 (3.3%)	171 (6.5%)	493 (15.4%)	537 (17.8%)	597 (20.2%)	468 (17.2%)	2 356 (13.7%)
Sha Tin	14 (0.2%)	17 (0.3%)	53 (0.9%)	116 (2.0%)	126 (2.4%)	123 (2.4%)	449 (1.3%)
Sai Kung	1 (0.0%)	13 (0.4%)	4 (0.1%)	3 (0.1%)	2 (0.1%)	1 (0.0%)	24 (0.1%)
Islands	3 (0.2%)	20 (1.3%)	109 (6.2%)	156 (9.9%)	80 (5.5%)	49 (3.8%)	417 (4.5%)
Kwai Tsing	11 (0.3%)	10 (0.3%)	78 (2.2%)	141 (4.1%)	72 (2.2%)	29 (0.9%)	341 (1.7%)

District	Number of students studying in primary schools in Hong Kong but residing in the Mainland (percentage in the total number of school places)						
	P1	P2	P3	P4	P5	P6	Sub-total
2021/22 school year							
Central & Western	2 (0.1%)	2 (0.1%)	3 (0.1%)	2 (0.1%)	4 (0.2%)	3 (0.1%)	16 (0.1%)
Wan Chai	1 (0.0%)	2 (0.1%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	6 (0.0%)
Eastern	2 (0.1%)	3 (0.1%)	5 (0.1%)	6 (0.1%)	9 (0.2%)	4 (0.1%)	29 (0.1%)
Southern	0 (0.0%)	2 (0.1%)	0 (0.0%)	6 (0.2%)	1 (0.0%)	4 (0.2%)	13 (0.1%)
Sham Shui Po	3 (0.1%)	3 (0.1%)	2 (0.0%)	9 (0.2%)	9 (0.2%)	3 (0.1%)	29 (0.1%)
Yau Tsim Mong	3 (0.1%)	0 (0.0%)	1 (0.0%)	5 (0.2%)	2 (0.1%)	1 (0.0%)	12 (0.1%)
Kowloon City	4 (0.1%)	1 (0.0%)	5 (0.1%)	5 (0.1%)	5 (0.1%)	2 (0.0%)	22 (0.1%)
Wong Tai Sin	1 (0.0%)	2 (0.1%)	5 (0.2%)	25 (0.8%)	119 (3.7%)	79 (2.5%)	231 (1.3%)
Kwun Tong	2 (0.0%)	4 (0.1%)	6 (0.1%)	3 (0.1%)	4 (0.1%)	3 (0.1%)	22 (0.1%)
Tsuen Wan	3 (0.1%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	11 (0.5%)	11 (0.5%)	27 (0.2%)
Tuen Mun	4 (0.1%)	18 (0.5%)	68 (1.7%)	250 (5.7%)	304 (7.0%)	326 (7.9%)	970 (3.9%)
Yuen Long	15 (0.3%)	38 (0.7%)	112 (2.1%)	394 (6.8%)	577 (9.9%)	536 (9.4%)	1 672 (5.1%)
North	234 (9.1%)	330 (11.9%)	500 (17.6%)	1 127 (32.6%)	1 214 (34.7%)	1 075 (32.0%)	4 480 (24.2%)
Tai Po	9 (0.4%)	50 (1.9%)	128 (4.9%)	391 (12.4%)	438 (14.4%)	456 (15.3%)	1 472 (8.7%)
Sha Tin	6 (0.1%)	8 (0.1%)	22 (0.4%)	49 (0.8%)	97 (1.7%)	105 (2.0%)	287 (0.9%)
Sai Kung	3 (0.1%)	6 (0.2%)	4 (0.1%)	6 (0.2%)	1 (0.0%)	0 (0.0%)	20 (0.1%)
Islands	0 (0.0%)	2 (0.1%)	11 (0.7%)	108 (6.4%)	134 (8.6%)	65 (4.7%)	320 (3.5%)
Kwai Tsing	2 (0.1%)	7 (0.2%)	8 (0.3%)	67 (1.9%)	113 (3.3%)	59 (1.8%)	256 (1.3%)

Note: Figures for the 2020/21 and 2021/22 school years are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in all districts in October 2020 and September 2021 respectively. 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 in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days had returned to live in the Mainland in response to the COVID-19 epidemic situation as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in the 2 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 in the 2022/23, 2023/24 and 2024/25 school years set out at Annex 2.

(iii) Secondary schools

District	Number of students studying in secondary schools in Hong Kong but residing in the Mainland (percentage in the total number of school places)						
	S1	S2	S3	S4	S5	S6	Sub-total
2020/21 school year							
Central & Western	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Wan Chai	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Eastern	9 (0.2%)	9 (0.2%)	3 (0.1%)	2 (0.1%)	2 (0.0%)	0 (0.0%)	25 (0.1%)
Southern	12 (0.4%)	9 (0.3%)	10 (0.3%)	5 (0.2%)	0 (0.0%)	3 (0.1%)	39 (0.2%)
Sham Shui Po	4 (0.1%)	1 (0.0%)	3 (0.1%)	3 (0.1%)	2 (0.1%)	3 (0.1%)	16 (0.1%)
Yau Tsim Mong	4 (0.2%)	2 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.1%)	8 (0.1%)
Kowloon City	7 (0.1%)	6 (0.1%)	4 (0.1%)	3 (0.1%)	4 (0.1%)	1 (0.0%)	25 (0.1%)
Wong Tai Sin	11 (0.3%)	3 (0.1%)	2 (0.1%)	2 (0.1%)	2 (0.1%)	1 (0.0%)	21 (0.1%)
Kwun Tong	2 (0.0%)	4 (0.1%)	7 (0.1%)	1 (0.0%)	4 (0.1%)	1 (0.0%)	19 (0.1%)
Tsuen Wan	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Tuen Mun	378 (8.3%)	385 (8.5%)	254 (5.9%)	116 (2.8%)	50 (1.2%)	18 (0.4%)	1 201 (4.6%)
Yuen Long	608 (10.4%)	416 (7.7%)	307 (5.9%)	172 (3.4%)	75 (1.5%)	39 (0.7%)	1 617 (5.1%)
North	1 205 (35.2%)	1 143 (33.4%)	879 (27.1%)	544 (20.3%)	404 (14.9%)	196 (7.4%)	4 371 (24.0%)
Tai Po	436 (14.4%)	467 (15.9%)	356 (13.2%)	230 (9.0%)	106 (4.2%)	53 (2.2%)	1 648 (10.2%)
Sha Tin	81 (1.2%)	61 (1.0%)	67 (1.1%)	27 (0.4%)	13 (0.2%)	11 (0.2%)	260 (0.7%)
Sai Kung	3 (0.1%)	0 (0.0%)	1 (0.0%)	2 (0.1%)	2 (0.1%)	0 (0.0%)	8 (0.0%)
Islands	39 (3.2%)	29 (2.3%)	13 (1.1%)	4 (0.3%)	0 (0.0%)	1 (0.1%)	86 (1.1%)
Kwai Tsing	1 (0.0%)	3 (0.1%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.1%)	8 (0.0%)

District	Number of students studying in secondary schools in Hong Kong but residing in the Mainland (percentage in the total number of school places)						
	S1	S2	S3	S4	S5	S6	Sub-total
2021/22 school year							
Central & Western	2 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.0%)
Eastern	5 (0.1%)	5 (0.1%)	3 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	14 (0.1%)
Southern	8 (0.2%)	7 (0.2%)	15 (0.5%)	8 (0.3%)	4 (0.1%)	6 (0.2%)	48 (0.3%)
Sham Shui Po	3 (0.1%)	1 (0.0%)	2 (0.1%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	8 (0.0%)
Yau Tsim Mong	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.0%)
Kowloon City	3 (0.1%)	3 (0.1%)	3 (0.1%)	0 (0.0%)	0 (0.0%)	2 (0.0%)	11 (0.0%)
Wong Tai Sin	4 (0.1%)	2 (0.1%)	1 (0.0%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	9 (0.0%)
Kwun Tong	3 (0.1%)	0 (0.0%)	2 (0.0%)	1 (0.0%)	1 (0.0%)	2 (0.0%)	9 (0.0%)
Tsuen Wan	1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)
Tuen Mun	255 (5.6%)	201 (4.4%)	210 (4.6%)	118 (2.7%)	39 (0.9%)	7 (0.2%)	830 (3.2%)
Yuen Long	407 (7.4%)	381 (6.5%)	203 (3.7%)	123 (2.4%)	53 (1.0%)	28 (0.5%)	1 195 (3.7%)
North	908 (26.6%)	909 (26.6%)	828 (24.3%)	572 (17.8%)	254 (9.5%)	96 (3.6%)	3 567 (18.9%)
Tai Po	398 (13.8%)	293 (9.8%)	310 (10.8%)	186 (7.1%)	125 (5.1%)	30 (1.3%)	1 342 (8.3%)
Sha Tin	52 (0.8%)	48 (0.7%)	25 (0.4%)	15 (0.2%)	3 (0.0%)	1 (0.0%)	144 (0.4%)
Sai Kung	3 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.0%)
Islands	43 (3.4%)	28 (2.3%)	27 (2.2%)	11 (0.9%)	1 (0.1%)	0 (0.0%)	110 (1.4%)
Kwai Tsing	1 (0.0%)	3 (0.1%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	1 (0.0%)	7 (0.0%)

- Notes: (1) Figures for the 2020/21 and 2021/22 school years are based on the survey on the number of students studying in schools in Hong Kong but residing in the Mainland conducted via schools in all districts in October 2020 and September 2021 respectively. 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 in Hong Kong to attend face-to-face classes in schools, while some CBS who used to stay in Hong Kong on school days had returned to live in the Mainland in response to the COVID-19 epidemic situation as well as the anti-epidemic measures and cross-boundary travel restrictions imposed in the 2 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 in the 2022/23, 2023/24 and 2024/25 school years set out at Annex 3.
- (2) Districts with no students studying in Hong Kong but residing in the Mainland in the respective school years are not shown in the above table.

- End -

CONTROLLING OFFICER'S REPLY

EDB190

(Question Serial No. 3241)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Please provide relevant figures for the recent 5 years –

- (a) The total expenditure and total recurrent expenditure on education, as well as their respective percentages in the Government's total public expenditure and total recurrent expenditure;
- (b) A breakdown of the total education expenditure by recurrent expenditure, non-recurrent expenditure and capital account expenditure under the General Revenue Account (GRA), as well as capital expenditure under the Capital Works Reserve Fund (CWRF) and Loan Fund (LF);
- (c) Please set out separately the following information regarding pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support;
- (d) The recurrent and non-recurrent expenditures under GRA, their respective percentages in GRA as well as in recurrent and non-recurrent expenditures on education;
- (e) The total expenditure in each education area (including GRA, CWRF and LF) and their percentages in the total education expenditure;
- (f) The expenditure in each of these education areas (including only recurrent expenditure, non-recurrent expenditure and capital account expenditure under GRA) and their percentages in the Gross Domestic Product (GDP);
- (g) The total expenditure in each of these education areas (including GRA, CWRF and LF) and their percentages in GDP; and
- (h) The provision for these education areas and their percentage changes.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 36)

Reply:

- (a) The total expenditure and total recurrent expenditure on education and their respective percentages in 2020-21 to 2024-25 are as follows –

	2020-21	2021-22	2022-23	2023-24	2024-25 Revised Estimate
Total expenditure on education					
Amount (\$ million)	107,040	106,937	106,833	113,541	113,780
<i>As a percentage of total public expenditure</i>	12.5%	14.6%	12.6%	14.9%	14.1%
Total recurrent expenditure on education					
Amount (\$ million)	97,297	97,218	97,920	103,683	105,314
<i>As a percentage of total recurrent government expenditure</i>	20.8%	19.7%	18.1%	19.2%	18.7%

- (b) A breakdown of the total education expenditure by General Revenue Account (GRA), Capital Works Reserve Fund (CWRP) and Loan Fund (LF) in 2020-21 to 2024-25 is tabulated as follows –

	2020-21	2021-22	2022-23	2023-24	2024-25 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
GRA					
Recurrent	97,297	97,218	97,920	103,683	105,314
Non-recurrent	2,961	1,431	1,235	2,514	509
Capital account	1,363	1,320	1,899	1,531	1,608
Sub-total	101,621	99,969	101,054	107,728	107,431
CWRP	3,164	4,030	3,987	3,966	4,225
LF	2,255	2,938	1,792	1,847	2,124
Total expenditure on education	107,040	106,937	106,833	113,541	113,780

(c), (d) and (f)

The expenditure under GRA by education area and their percentages in the Gross Domestic Product (GDP) in 2020-21 to 2024-25 are set out at **Annex**.

(e) The total expenditure by education area and their respective percentages in 2020-21 to 2024-25 are tabulated as follows –

Education Area ⁽¹⁾	2020-21		2021-22		2022-23		2023-24		2024-25 Revised Estimate	
	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total	Amount	% of total
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education ⁽²⁾	6,942	6.5%	6,835	6.4%	6,247	5.8%	6,310	5.6%	5,814	5.1%
Primary Education	25,676	24.0%	25,951	24.3%	25,864	24.2%	26,905	23.7%	27,322	24.0%
Secondary Education	31,957	29.9%	32,322	30.2%	32,213	30.2%	33,391	29.4%	34,119	30.0%
Special Education	3,438	3.2%	3,555	3.3%	3,662	3.4%	3,879	3.4%	4,081	3.6%
Vocational and Professional Education and Training (VPET) ⁽³⁾	3,394	3.2%	3,473	3.2%	3,474	3.3%	4,356	3.8%	3,916	3.4%
Post-secondary Education ⁽⁴⁾	28,378	26.5%	29,059	27.2%	29,481	27.6%	31,582	27.8%	32,118	28.2%
Others ⁽⁵⁾	7,254	6.8%	5,743	5.4%	5,892	5.5%	7,118	6.3%	6,411	5.6%
Total (Total expenditure on education) ⁽⁶⁾	107,040	100%	106,937	100%	106,833	100%	113,541	100%	113,780	100%
Out of the above total - teacher training ⁽⁷⁾	1,506	1.4%	1,562	1.5%	1,478	1.4%	1,695	1.5%	1,591	1.4%

(g) The total expenditure by education area and their percentages in GDP in 2020-21 to 2024-25 are tabulated as follows –

Education Area ⁽¹⁾	2020-21		2021-22		2022-23		2023-24		2024-25 Revised Estimate	
	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP	Amount	% of GDP
	\$ million	%	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education ⁽²⁾	6,942	0.26%	6,835	0.24%	6,247	0.22%	6,310	0.21%	5,814	0.18%
Primary Education	25,676	0.96%	25,951	0.90%	25,864	0.92%	26,905	0.90%	27,322	0.86%
Secondary Education	31,957	1.19%	32,322	1.13%	32,213	1.15%	33,391	1.12%	34,119	1.07%
Special Education	3,438	0.13%	3,555	0.12%	3,662	0.13%	3,879	0.13%	4,081	0.13%
VPET ⁽³⁾	3,394	0.13%	3,473	0.12%	3,474	0.12%	4,356	0.15%	3,916	0.12%
Post-secondary Education ⁽⁴⁾	28,378	1.06%	29,059	1.01%	29,481	1.05%	31,582	1.06%	32,118	1.01%
Others ⁽⁵⁾	7,254	0.27%	5,743	0.20%	5,892	0.21%	7,118	0.24%	6,411	0.20%
Total (Total expenditure on education) ⁽⁶⁾	107,040	4.00%	106,937	3.73%	106,833	3.80%	113,541	3.81%	113,780	3.58%
Out of the above total - teacher training ⁽⁷⁾	1,506	0.06%	1,562	0.05%	1,478	0.05%	1,695	0.06%	1,591	0.05%
GDP (calendar year) (\$ million)	2,675,793		2,867,973		2,808,969		2,983,591		3,176,993	

- (h) The provision by education area and their respective percentage changes in 2020-21 to 2024-25 are tabulated as follows –

Education Area ⁽¹⁾	2020-21	2021-22		2022-23		2023-24		2024-25 Revised Estimate	
	Amount	Amount	Change over 2020-21	Amount	Change over 2021-22	Amount	Change over 2022-23	Amount	Change over 2023-24
	\$ million	\$ million	%	\$ million	%	\$ million	%	\$ million	%
Pre-primary Education ⁽²⁾	6,942	6,835	-1.5%	6,247	-8.6%	6,310	1.0%	5,814	-7.9%
Primary Education	25,676	25,951	1.1%	25,864	-0.3%	26,905	4.0%	27,322	1.5%
Secondary Education	31,957	32,322	1.1%	32,213	-0.3%	33,391	3.7%	34,119	2.2%
Special Education	3,438	3,555	3.4%	3,662	3.0%	3,879	5.9%	4,081	5.2%
VPET ⁽³⁾	3,394	3,473	2.3%	3,474	0.0%	4,356	25.4%	3,916	-10.1%
Post-secondary Education ⁽⁴⁾	28,378	29,059	2.4%	29,481	1.5%	31,582	7.1%	32,118	1.7%
Others ⁽⁵⁾	7,254	5,743	-20.8%	5,892	2.6%	7,118	20.8%	6,411	-9.9%
Total (Total expenditure on education) ⁽⁶⁾	107,040	106,937	-0.1%	106,833	-0.1%	113,541	6.3%	113,780	0.2%
<i>Out of the above total - teacher training ⁽⁷⁾</i>	1,506	1,562	3.7%	1,478	-5.4%	1,695	14.7%	1,591	-6.1%

Note

- Subsidies for adult education are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses under Head 173 Working Family and Student Financial Assistance Agency (WFSFAA) and are included as part of the recurrent expenditure of secondary education.
- The decrease in expenditure on pre-primary education in 2024-25 was mainly due to the completion of various one-off grants in 2023-24, and the decreased provision for various grants to kindergartens (KGs) in 2024-25 largely as a result of the decrease in the number of students.
- Expenditure on VPET covers provision for the Vocational Training Council (VTC) and related student financial assistance schemes administered by WFSFAA. The higher expenditure in 2023-24 was mainly due to the provision of a one-off grant (of around \$680 million) to VTC to strengthen its efforts on VPET.
- Expenditure on post-secondary education covers provision for Diploma Yi Jin Programme, Diploma of Applied Education Programme, various programmes for degree or above and sub-degree education (excluding VPET) and related student financial assistance schemes administered by WFSFAA.
- Others include provision for home-school co-operation activities, school uniformed group activities, bureau support and other non-recurrent expenditure. The higher expenditure in 2020-21 was mainly due to the increased cash flow requirement for the non-recurrent item of provision of a subsidy to day-school students in 2019/20 school year and the additional provision allocated in the financial year for regularising the subsidy to day-school students starting from the 2020/21 school year (\$3.2 billion in total). The higher expenditure in 2023-24 was mainly due to the injection of an additional \$600 million into the Gifted Education Fund and the provision of a one-off grant to the Hong Kong Examinations and Assessment Authority (HKEAA) to support its strategic development and the optimisation of the various arrangements for public examinations.
- The sums of figures may not add up to total due to rounding.
- Teacher training includes the Training and Development Grant provided to schools, costs of in-service and pre-service teacher training courses, refunds of course fees to teachers and teacher education programmes provided by University Grants Committee-funded universities. The related expenditure has been subsumed under the respective education area. The higher expenditure in 2023-24 was mainly due to the provision of the one-off Enhanced Professional Capacity Enhancement Grant to KGs, KG-cum-child care centres and schools with KG classes joining the KG Education Scheme.

Expenditure under GRA by education area and their percentages in GDP in 2020-21 to 2024-25

2020-21

Education Area ⁽¹⁾	GRA Expenditure						Total GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education ⁽²⁾	6,939	7.1%	6.8%	3	0.1%	0.0%	6,942	0.26%
Primary Education	23,557	24.2%	23.2%	7	0.2%	0.0%	24,208	0.90%
Secondary Education	30,723	31.6%	30.2%	29	1.0%	0.0%	31,311	1.17%
Special Education	3,131	3.2%	3.1%	0	0.0%	0.0%	3,209	0.12%
VPET ⁽³⁾	3,001	3.1%	3.0%	61	2.1%	0.1%	3,140	0.12%
Post-secondary Education ⁽⁴⁾	24,557	25.2%	24.2%	1,005	33.9%	1.0%	25,561	0.96%
Others ⁽⁵⁾	5,389	5.6%	5.3%	1,856	62.7%	1.8%	7,250	0.27%
Total ⁽⁶⁾	97,297	100%	95.7%	2,961	100%	2.9%	101,621	3.80%
<i>Out of the above total - teacher training ⁽⁷⁾</i>	1,415	1.5%	1.4%	16	0.5%	0.0%	1,431	0.05%
GDP (calendar year) (\$ million)				2,675,793				

2021-22

Education Area ⁽¹⁾	GRA Expenditure						Total GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education ⁽²⁾	6,835	7.0%	6.8%	0	0.0%	0.0%	6,835	0.24%
Primary Education	23,481	24.2%	23.5%	0	0.0%	0.0%	24,065	0.84%
Secondary Education	30,673	31.6%	30.7%	1	0.1%	0.0%	31,235	1.09%
Special Education	3,234	3.3%	3.2%	0	0.0%	0.0%	3,305	0.12%
VPET ⁽³⁾	2,978	3.1%	3.0%	74	5.2%	0.1%	3,156	0.11%
Post-secondary Education ⁽⁴⁾	24,623	25.3%	24.6%	1,009	70.5%	1.0%	25,632	0.89%
Others ⁽⁵⁾	5,394	5.5%	5.4%	347	24.2%	0.3%	5,742	0.20%
Total ⁽⁶⁾	97,218	100%	97.2%	1,431	100%	1.4%	99,969	3.49%
<i>Out of the above total - teacher training ⁽⁷⁾</i>	1,484	1.5%	1.5%	16	1.1%	0.0%	1,501	0.05%
GDP (calendar year) (\$ million)				2,867,973				

2022-23

Education Area ⁽¹⁾	GRA Expenditure						Total GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education ⁽²⁾	6,226	6.4%	6.2%	0	0.0%	0.0%	6,226	0.22%
Primary Education	23,814	24.3%	23.6%	0	0.0%	0.0%	24,695	0.88%
Secondary Education	30,594	31.2%	30.3%	0	0.0%	0.0%	31,418	1.12%
Special Education	3,389	3.5%	3.4%	0	0.0%	0.0%	3,482	0.12%
VPET ⁽³⁾	3,029	3.1%	3.0%	77	6.2%	0.1%	3,207	0.11%
Post-secondary Education ⁽⁴⁾	25,169	25.7%	24.9%	983	79.6%	1.0%	26,151	0.93%
Others ⁽⁵⁾	5,699	5.8%	5.6%	176	14.3%	0.2%	5,875	0.21%
Total ⁽⁶⁾	97,920	100%	96.9%	1,235	100%	1.2%	101,054	3.60%
<i>Out of the above total - teacher training ⁽⁷⁾</i>	1,404	1.4%	1.4%	14	1.1%	0.0%	1,418	0.05%
GDP (calendar year) (\$ million)				2,808,969				

2023-24

Education Area ⁽¹⁾	GRA Expenditure						Total GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education ⁽²⁾	6,279	6.1%	5.8%	0	0.0%	0.0%	6,279	0.21%
Primary Education	25,049	24.2%	23.3%	0	0.0%	0.0%	25,724	0.86%
Secondary Education	32,178	31.0%	29.9%	0	0.0%	0.0%	32,834	1.10%
Special Education	3,661	3.5%	3.4%	0	0.0%	0.0%	3,751	0.13%
VPET ⁽³⁾	3,785	3.7%	3.5%	87	3.5%	0.1%	3,978	0.13%
Post-secondary Education ⁽⁴⁾	26,408	25.5%	24.5%	1,637	65.1%	1.5%	28,045	0.94%
Others ⁽⁵⁾	6,323	6.0%	5.9%	789	31.4%	0.7%	7,117	0.24%
Total ⁽⁶⁾	103,683	100.0%	96.2%	2,514	100.0%	2.3%	107,728	3.61%
<i>Out of the above total - teacher training ⁽⁷⁾</i>	1,597	1.5%	1.5%	33	1.3%	0.0%	1,630	0.05%
GDP (calendar year) (\$ million)				2,983,591				

2024-25 Revised Estimate

Education Area ⁽¹⁾	GRA Expenditure						Total GRA expenditure	% of GDP
	Recurrent	% of Recurrent	% of GRA expenditure	Non-recurrent	% of Non-recurrent	% of GRA expenditure		
	\$ million	%	%	\$ million	%	%	\$ million	%
Pre-primary Education ⁽²⁾	5,764	5.5%	5.4%	0	0.0%	0.0%	5,764	0.18%
Primary Education	25,407	24.1%	23.6%	0	0.0%	0.0%	26,168	0.82%
Secondary Education	33,092	31.4%	30.8%	0	0.0%	0.0%	33,731	1.06%
Special Education	3,765	3.6%	3.5%	0	0.0%	0.0%	3,884	0.12%
VPET ⁽³⁾	3,192	3.0%	3.0%	62	12.2%	0.1%	3,342	0.11%
Post-secondary Education ⁽⁴⁾	27,751	26.4%	25.8%	381	74.9%	0.4%	28,132	0.89%
Others ⁽⁵⁾	6,343	6.0%	5.9%	66	13.0%	0.1%	6,411	0.20%
Total ⁽⁶⁾	105,314	100.0%	98.0%	509	100.0%	0.5%	107,431	3.38%

<i>Out of the above total - teacher training ⁽⁷⁾</i>	1,456	1.4%	1.4%	62	12.2%	0.1%	1,517	0.05%
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GDP (calendar year) (\$ million)	3,176,993
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Note

- Subsidies for adult education are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses under Head 173 WFSFAA and are included as part of the recurrent expenditure of secondary education.
- The decrease in expenditure on pre-primary education in 2024-25 was mainly due to the completion of various one-off grants in 2023-24, and the decreased provision for various grants to KGs in 2024-25 largely as a result of the decrease in the number of students.
- Expenditure on VPET covers provision for VTC and related student financial assistance schemes administered by WFSFAA. The higher expenditure in 2023-24 was mainly due to the provision of a one-off grant (of around \$680 million) to VTC to strengthen its efforts on VPET.
- Expenditure on post-secondary education covers provision for Diploma Yi Jin Programme, Diploma of Applied Education Programme, various programmes for degree or above and sub-degree education (excluding VPET) and related student financial assistance schemes administered by WFSFAA.
- Others include provision for home-school co-operation activities, school uniformed group activities, bureau support and other non-recurrent expenditure. The higher expenditure in 2020-21 was mainly due to the increased cash flow requirement for the non-recurrent item of provision of a subsidy to day-school students in 2019/20 school year and the additional provision allocated in the financial year for regularising the subsidy to day-school students starting from the 2020/21 school year (\$3.2 billion in total). The higher expenditure in 2023-24 was mainly due to the injection of an additional \$600 million into the Gifted Education Fund and the provision of a one-off grant to HKEAA to support its strategic development and the optimisation of the various arrangements for public examinations.
- The sums of figures may not add up to total due to rounding.
- Teacher training includes the Training and Development Grant provided to schools, costs of in-service and pre-service teacher training courses, refunds of course fees to teachers and teacher education programmes provided by University Grants Committee-funded universities. The related expenditure has been subsumed under the respective education area. The higher expenditure in 2023-24 was mainly due to the provision of the one-off Enhanced Professional Capacity Enhancement Grant to KGs, KG-cum-child care centres and schools with KG classes joining the KG Education Scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB191****(Question Serial No. 0035)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

From the 2023/24 to 2025/26 school years, the wastage rates of kindergarten teachers range from 14.6% to 19.1%. During the same period, the teacher wastage rates of government and aided primary schools, as well as of public sector secondary schools, range from around 7% to 8%. In this connection, please advise this Committee of the following –

- (1) Have statistics been compiled on the age and qualifications of drop-out teachers and the reasons for teacher wastage (including class reduction and school closure)? If yes, please provide the relevant data for the past 5 years. If no, will such data be collected in the future?
- (2) Are there any measures in place to help teachers affected by class reduction and school closure return to the teaching profession? If yes, what are the details?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 51)Reply:

(1)

The numbers of drop-out teachers and wastage rates of teachers in kindergartens (KGs) joining the Kindergarten Education Scheme (the Scheme) (Scheme-KGs) from the 2019/20 to 2023/24 school years, their median ages and average years of service are tabulated below –

School year	No. of drop-out teachers	Wastage rate (%)	Median age	Average years of service
2019/20	1 263	11.6	32	12.0
2020/21	1 034	9.4	33	12.5
2021/22	1 355	12.5	32	12.7
2022/23	1 810	17.5	32	13.0
2023/24	1 839	19.3	31	11.2

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) “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.

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) from the 2019/20 to 2023/24 school years, along with the median ages and academic qualifications of these teachers, are set out at Annex.

EDB has been committed to maintaining a teaching profession of high quality. 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. EDB has 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.

(2)

KGs 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 provides direct subsidies to Scheme-KGs, enabling them to make flexible arrangements for manpower resources according to school-based needs, including the hiring of teaching and supporting staff. The Government has been enhancing the Scheme 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. 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.

For public sector primary and secondary schools, the manpower and resources required vary depending on the number of classes operated. If the approved number of classes of a school is reduced due to changes in the number of students, the school sponsoring body (SSB) and the school should adopt appropriate measures to resolve the situation of redundant teachers that may arise. In case the SSB/ school cannot absorb all of their redundant/surplus teachers, the redundant teachers can be tolerated until the end of that school year.

It is an indisputable fact that there is a structural decline in the school-age population. EDB has consistently taken into account the long-term development of education and the overall interests of society, making holistic plans according to the district and school circumstances, as well as demographic profiles. Through the orderly consolidation and effective utilisation of resources, EDB aims for a “soft landing” to respond to the changes in the demand and supply of school places. EDB will maintain close communication with SSBs in supporting the sector to plan ahead and adopt appropriate measures to ensure the healthy and sustainable development of the education system in Hong Kong.

**Numbers of drop-out teachers and wastage rates of teachers
within the approved establishment in public sector primary and secondary schools
from the 2019/20 to 2023/24 school years
and the teachers' median ages and academic qualifications**

School year	Teachers with a Bachelor's degree or above			Teachers without a Bachelor's degree		
	No. of drop-out teachers	Wastage rate (%)	Median age	No. of drop-out teachers	Wastage rate (%)	Median age
Primary schools (government and aided)						
2019/20	560	2.9	49	30	5.9	60
2020/21	600	3.0	53	40	9.5	59
2021/22	1 250	6.2	47	50	15.0	59
2022/23	1 530	7.7	46	50	18.3	59
2023/24	1 270	6.5	48	20	12.6	59
Secondary schools (government, aided and caput)						
2019/20	750	3.8	59	30	11.6	60
2020/21	800	4.1	58	20	10.3	60
2021/22	1 480	7.5	51	30	15.3	58
2022/23	1 840	9.4	50	30	18.7	59
2023/24	1 360	7.0	52	20	16.0	60

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 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.
- (4) As EDB started collecting information on the length of service of in-service primary and secondary school teachers from the 2023/24 school year, relevant statistics are only available from the 2024/25 school year onwards.

- End -

CONTROLLING OFFICER'S REPLY

EDB192

(Question Serial No. 0036)

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 vacant school premises (VSP), will the Government provide information on –

- (1) the vacancy position in the past 5 years, including the number of VSP, their distribution by district, the length of vacancy period and reasons for vacancy;
- (2) the details of converting VSP sites for other purposes in the past 5 years or any plans thereof, including the number of VSP concerned, their distribution by district and the intended purposes of conversion?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 52)

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 primary or secondary school use, having regard to factors such as the size, location and physical conditions of the premises, as well as the educational needs and relevant policy measures. When such premises are not required to be retained for primary or secondary school use, EDB will release the relevant sites for the Planning Department (PlanD)'s consideration of suitable long-term alternative uses.

Since the implementation of the CCH mechanism in 2011, EDB has released around 260 vacant or to-be-vacant school premises sites. Among them, around 160 VSP sites have been converted for suitable long-term uses, including public and private housing development, social welfare facilities, parks, art centres and vocational training centres, or for short-term uses by various government departments. The remaining some 100 sites are mainly village schools or on private land. For details, please refer to PlanD's webpage (https://www.pland.gov.hk/pland_en/resources/vsp/vsp.html).

From the 2020/21 to 2024/25 school years, 18 school premises became vacant due to cessation of school operation, reprovisioning or merger of schools, or end of temporary use. Among them, 13 have been returned to PlanD for consideration of long-term uses in accordance with the CCH mechanism. EDB has retained the remaining 5 premises for school use, and has reallocated 2 of them for reprovisioning of schools through the school allocation mechanism. EDB also circulates a list of VSP that are retained for primary or secondary 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 uses pending the deployment of such premises so that the land resources can be gainfully used.

Details of the 18 school premises are set out in the table below –

School year	District	School	Reason for vacancy	Long-term land uses
2020/21	Nil			
2021/22	Eastern	St. Mark's Primary School	Cessation of school operation	Government, Institution or Community (G/IC) (Private land)
	Eastern	St. Paul's Primary Catholic School (former Chai Wan Star of The Sea Catholic Primary School)	Decanting premises	Pending PlanD's announcement
	Sham Shui Po	Pak Tin Catholic Primary School	Reprovisioning	Residential
	Sham Shui Po	Saint Too Sear Rogers International School (former Saint Too College)	End of private land tenancy	G/IC (Private land)
	Sha Tin	Christian Alliance H. C. Chan Primary School	Reprovisioning	Used by the Hong Kong Federation of Education Workers as the Patriotic Education Centre
2022/23	Sha Tin	Island School – Sha Tin Wai campus (former Hong Kong & Kowloon Chiu Chow Public Association Ma Chung Sum Secondary School)	Decanting premises	Reallocated to The Evangelical Lutheran Church of Hong Kong Wo Che Lutheran School for reprovisioning
	Sha Tin	Island School – Tai Wai campus (former Shatin Tsung Tsin Secondary School)	Decanting premises	Reallocated to Free Methodist Bradbury Chun Lei Primary School for reprovisioning
	Kwun Tong	Maryknoll Secondary School	Reprovisioning	Residential

School year	District	School	Reason for vacancy	Long-term land uses
	Sha Tin	TWGHs Tsoi Wing Sing Primary School (former Free Methodist Mei Lam Primary School)	Decanting premises	Residential
	Islands	Buddhist Wai Yan Memorial College	Cessation of school operation	Residential
2023/24	Nil			
2024/25	Kwun Tong	Christian & Missionary Alliance Sun Kei Primary School (Ping Shek) (former Five Districts Business Welfare Association Yan Kow School)	Cessation of school operation (Time-limited primary school)	Retained for school use
	Wong Tai Sin	Lung Cheung Government Secondary School	Merger	Retained for school use
	Yuen Long	C.C.C. Fong Yun Wah Primary School	Cessation of school operation (Time-limited primary school)	Retained for school use
	Southern	Island Road Government Primary School	Cessation of school operation	Residential (northern) and G/IC (southern)
	Southern	Caritas Wu Cheng-chung Secondary School	Merger	G/IC
	Kwun Tong	Hong Kong Taoist Association Wun Tsuen School	Reprovisioning	G/IC
	North	TWGHs Ma Kam Chan Memorial Primary School (Choi Yuen Campus)	Reprovisioning	Residential
	Sha Tin	Po Leung Kuk Siu Hon Sum Primary School	Reprovisioning	Residential

The shaded parts show the 5 premises that have been retained by EDB for school use, including the 2 premises that have been reallocated for reprovisioning of schools through the school allocation mechanism.

- End -

CONTROLLING OFFICER'S REPLY**EDB193****(Question Serial No. 0037)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Will the Government advise this Committee of the following –

- (1) the respective numbers of overseas primary and secondary students (including those from the Mainland) in Hong Kong in the past 5 years, and the numbers of these students from the Belt and Road countries and regions; and
- (2) whether any policies or measures are in place to attract more overseas students to study in Hong Kong; if yes, of the details; if no, of the reasons?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 53)Reply:

(1)

The numbers of non-local primary and secondary school students (including those from Mainland China) from the 2020/21 to 2024/25 school years are tabulated below –

School year	2020/21	2021/22	2022/23	2023/24	2024/25
Primary	17 714	17 625	16 543	16 646	16 945
Secondary	16 404	16 006	15 041	15 493	16 519

Note: Figures for the 2020/21 school year refer to the position as at mid-October, and others refer to the position as at mid-September of the respective school years. Figures include students in Direct Subsidy Scheme schools, international schools and Private Independent Schools, but not students in special schools. Local students refer to those who are Hong Kong permanent residents and do not have any valid passport other than Hong Kong Special Administrative Region Passport, while students not covered by this definition are all regarded as non-local students.

The above statistics are compiled based on data collected from the annual Student Enrolment Survey of the Education Bureau (EDB). We do not collect data on the number of students from the Belt and Road countries and regions at present.

(2)

Hong Kong's diverse and quality education is one of the factors attracting talents to Hong Kong. The initiative to develop Hong Kong into an international hub for post-secondary education is primarily pitched at the post-secondary education level. At present, basic education mainly caters for the educational needs of local children and accompanying children of individuals coming to Hong Kong for work. To tie in with Hong Kong's development into a hub for high-calibre talents, EDB provides various educational support services to facilitate the school placement of accompanying children of individuals admitted to Hong Kong under various talent admission schemes, and help them integrate into the local learning environment as soon as possible.

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 those coming to Hong Kong for work or investment. In addition, the Government provides 12 years of free primary and secondary education for eligible children through public sector schools. Non-local students who come to live in Hong Kong with their parents (including those who come to Hong Kong under various talent admission schemes) can choose to enrol in local public sector schools, Direct Subsidy Scheme schools or private schools (including international schools) that suit them, provided that they meet the relevant eligibility requirements. As for kindergarten (KG) education, all children who are eligible for admission to public sector schools, including dependants admitted to stay under different talent admission schemes, would be issued a Registration Certificate for Kindergarten Admission to attend KGs joining the Kindergarten Education Scheme and are eligible to receive government subsidies.

In terms of publicity and promotion of talents admission schemes, EDB works closely with the Hong Kong Talent Engage (HKTE) to furnish non-local families intend to come to Hong Kong with information on studying in Hong Kong via the Talents Service Unit online platform. HKTE actively collaborates with various partners to provide information about education in Hong Kong, enabling incoming talents to have a better picture of our educational landscape. In addition to providing profiles of public sector schools and KGs, EDB has also launched a new thematic website (<https://internationalschools.edb.gov.hk/en/>) on international schools in Hong Kong.

To facilitate individuals admitted to Hong Kong under various talent admission schemes in making early schooling arrangements for their children eligible for Primary One and Secondary One admissions, EDB will handle the Primary One Admission and Secondary School Places Allocation applications submitted by dependants of applicants awaiting the results of talent admission schemes from the Immigration Department in a flexible manner. Non-public sector schools with adequate supporting arrangements may admit overseas students in accordance with prevailing policies.

- End -

CONTROLLING OFFICER'S REPLY

EDB194

(Question Serial No. 0048)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

The Government will abolish the student grant of \$2,500 for students in secondary schools, primary schools and kindergartens from the 2025/26 school year, which is expected to save an annual expenditure of \$2 billion. In this connection, will the Government advise this Committee of the following –

- (1) the support measures specifically for grass-roots students in kindergartens, primary and secondary schools, and the numbers of beneficiaries and annual expenditures of these measures in the past 3 years (including the 2024/25 school year);
- (2) the support measures provided to students in kindergartens, primary and secondary schools (irrespective of their economic background) for promoting students' whole-person development, their participation in extra-curricular activities as well as study tours within or outside Hong Kong, and the respective numbers of beneficiaries and annual expenditures in the past 3 years (including the 2024/25 school year);
- (3) whether reviews were conducted on the sufficiency, effectiveness, overlapping of subsidies, and vulnerability to exploitation of the above measures; and whether there are plans to abolish, consolidate, or optimise measures that are obsolete, duplicated, ineffective, or vulnerable to exploitation.

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 11)

Reply:

- (1) The Government provides financial support to students at various study levels. Apart from tuition fee support, subsidies are also provided to needy students/families for covering expenses related to study, travel, lunch, internet access, etc. Pre-primary, primary and secondary students with financial needs are provided with appropriate assistance through the student financial assistance (SFA) schemes administered by the Working Family and Student Financial Assistance Agency (WFSFAA), such as the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS), the Grant for School-related Expenses for Kindergarten Students (Grant-KG), the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme (STSS), the Subsidy Scheme for Internet Access Charges (SIA), and the Examination Fee Remission (EFR)

Scheme. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. The numbers of student beneficiaries and expenditure for each financial assistance scheme from the 2022/23 to 2024/25 school years are tabulated as follows –

	School year		
	2022/23	2023/24	2024/25 (as at 31 January 2025)
<i>Pre-primary level</i>			
KCFRS			
No. of student beneficiaries [^]	23 148	21 522	17 742
Annual expenditure (\$ million)	291	285	134
Grant-KG			
No. of student beneficiaries	33 273	29 290	22 732
Annual expenditure (\$ million)	113	101	79
<i>Primary and secondary levels</i>			
STAS			
No. of student beneficiaries	193 737	184 258	171 702
Annual expenditure (\$ million)	875	835	789
STSS			
No. of student beneficiaries	140 594	135 676	125 641
Annual expenditure (\$ million)	365	375	355
SIA[*]			
No. of family beneficiaries	138 396	130 090	119 669
Annual expenditure (\$ million)	177	175	160
EFR			
No. of student beneficiaries	N.A. ⁺		11 495 [#]
Annual expenditure (\$ million)			33

[^] The figures do not include students who passed the means test but needed not pay school fees under the Kindergarten Education Scheme (KES). The numbers of students involved in the 2022/23, 2023/24 and 2024/25 (as at 31 January 2025) school years are 11 587, 8 986, and 5 906 respectively.

^{*} Application is household-based.

⁺ The Government paid the examination fees for school candidates sitting for the 2023 and 2024 Hong Kong Diploma of Secondary Education Examination, as well as eligible non-Chinese speaking students sitting for the General Certificate of Secondary Education (Chinese) Examination, the International General Certificate of Secondary Education (Chinese) Examination, the General Certificate of Education (GCE) Advanced Subsidiary-Level (Chinese) Examination and GCE Advanced-Level (Chinese) Examination. Hence, there was no need for needy students to apply for examination fee remission in the 2022/23 and 2023/24 school years.

[#] The number of applications has been verified by the Hong Kong Examinations and Assessment Authority, and all the applications have been processed by WFSFAA.

The Education Bureau (EDB) also provides additional support for students with financial needs through the following grants. The details are as follows –

School-based After-school Learning and Support Programmes

To support students with financial needs to participate in after-school learning activities with a view to facilitating their whole-person and all-round development, EDB has implemented the School-based After-school Learning and Support Programmes since the

2005/06 school year. Public sector schools (including special schools) and schools under the Direct Subsidy Scheme (DSS), and non-governmental organisations (NGOs) are provided with the School-based Grant and Community-based Project Grant respectively to organise after-school learning activities for eligible students, i.e. Primary 1 to Secondary 6 students in receipt of Comprehensive Social Security Assistance (CSSA), full grant under the SFA Schemes or with financial needs as identified by schools according to their school-based criteria. The numbers of eligible student beneficiaries and the expenditures involved from the 2022/23 to 2024/25 school years are as follows –

School year	No. of student beneficiaries [^]		Annual expenditure (\$ million)
	Primary school	Secondary school	
2022/23	96 800	103 900	170
2023/24	92 800	104 400	239*
2024/25	78 200	93 800	234 [#]

[^] Since an eligible student beneficiary may participate in various activities under the School-based After-school Learning and Support Programmes, or participate in various activities under the School-based Grant and the Community-based Project at the same time, the actual number of students subsidised to participate in activities under the School-based After-school Learning and Support Programmes is not available. The figures set out above refer to the numbers of eligible student beneficiaries under the School-based After-school Learning and Support Programmes, which are rounded to the nearest hundred.

* The figure refers to the total provision for the 2023/24 school year. As audited accounts for that school year are yet to be finalised by some NGOs and the audited accounts for that school year submitted by schools are still being processed, the actual amount of expenditure is not available.

[#] The figure refers to the total provision for the 2024/25 school year. The actual amount of expenditure will be available when the schools and NGOs concerned submit their audited accounts by the end of the school year.

Student Activities Support Grant (SASG)

In 2018-19, the Government set up the Student Activities Support Fund with an endowment of \$2.5 billion. Starting from the 2019/20 school year, public sector schools (including special schools) and DSS schools have been provided with SASG to support the participation of primary and secondary students with financial needs in out-of-classroom learning activities organised or recognised by schools. The numbers of eligible student beneficiaries for SASG and the expenditures involved from the 2022/23 to 2024/25 school years are as follows –

School year	No. of student beneficiaries [^]	Annual expenditure (\$ million)
2022/23	151 720	77
2023/24	140 570	72
2024/25	131 910	68*

[^] The numbers of students are rounded to the nearest ten. The figures refer to the total number of primary and secondary students in receipt of CSSA or full grant under STAS in the past 3 years, which are also the numbers used to calculate the amounts of SASG provisions.

* The relevant amount of grant is a provisional figure.

Quality Education Fund (QEF) e-Learning Funding Programme – Provision of Mobile Computer Devices and Internet Services Support (Funding Programme)

Starting from the 2021/22 school year, QEF has reserved \$1.5 billion to implement the Funding Programme. Under the Funding Programme, public sector schools (including special schools) and DSS schools may apply for funding to purchase mobile computer devices for loan and provide Internet access facilities to needy students. Apart from recipient students under CSSA scheme or STAS, beneficiaries also include students with financial needs as identified by schools according to their school-based criteria. The

numbers of eligible student beneficiaries and the expenditures involved from the 2022/23 to 2023/24 school years are as follows –

School year*	No. of student beneficiaries[^]	Annual expenditure[^] (\$ million)
2022/23	19 123	71
2023/24	25 705	92

[^] The figures will be adjusted when schools submit their annual audited accounts; the number of student beneficiaries in the 2022/23 school year is the adjusted figure as of the end of 2024.

* In the 2024/25 school year, 706 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.

Free Lunch at Schools

Starting from the 2014/15 school year, EDB has incorporated the pilot scheme of provision of free lunch at schools for primary students with financial needs under the Community Care Fund into the regular assistance programme. Students in receipt of full grant under SFA Schemes studying in public sector schools (including special schools) or DSS whole-day primary schools are eligible for free lunch at schools. The numbers of eligible student beneficiaries and the expenditures involved from the 2022/23 to 2024/25 school years are as follows –

School year	No. of student beneficiaries	Annual expenditure (\$ million)
2022/23	53 152	131
2023/24	46 234	158
2024/25	45 000 [^]	194 [^]

[^] The figures refer to the estimated number of students and total provision for the 2024/25 school year. The actual figures will be available when the schools concerned submit their audited accounts and reports by the end of the school year.

- (2) Every year, EDB provides KGs and public sector primary and secondary schools with various subsidies for schools' flexible deployment to support students' learning and provide them with after-school activities, thereby facilitating their whole-person development. The details are as follows –

KGs

EDB encourages KGs to arrange experiential learning activities for students. Starting from the 2023/24 school year, an annual recurrent Kindergarten Activity Grant has been provided to KGs joining KES (Scheme-KGs) to facilitate the organisation of more experiential learning activities outside the classroom for students. The numbers of eligible student beneficiaries for the Kindergarten Activity Grant and the expenditures involved from the 2023/24 to 2024/25 school years are as follows –

School year	No. of student beneficiaries	Annual expenditure (\$ million)
2023/24	102 992	26.78
2024/25	93 535 [^]	24.93 [^]

[^] The figures refer to the estimation for the 2024/25 school year. The actual figures will be available by the end of the school year.

In addition to the Kindergarten Activity Grant, Scheme-KGs may also flexibly utilise the other operating cost portion of the unit subsidy to cover the expenditures associated with student learning activities. Besides, KGs may apply for QEF to arrange life-wide learning activities for students.

Life-wide Learning Grant (LWLG)

Starting from the 2019/20 school year, EDB has been providing all public sector schools (including special schools) with LWLG annually to support schools in taking forward, on the present foundation, life-wide learning with enhanced efforts, so as to provide students with more diversified experiential learning activities that align with school curricula. Schools may make use of the recurrent LWLG to enrich students' learning experiences, including subsidising students' participation in life-wide learning activities, conducting study trips within or outside Hong Kong, and purchasing necessary equipment and tools, which will, in principle, benefits students at large. The expenditures involved from the 2022/23 to 2024/25 school years are as follows –

School year	Annual expenditure (\$ million)
2022/23	843
2023/24	853
2024/25	856 [^]

[^] The relevant amount of grant is a provisional figure.

Sister School Scheme

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 public sector school (including special school) and DSS school that has formed sister school(s) with its counterpart(s) in the Mainland. The total numbers of schools provided with the grant from EDB and the expenditures involved for the 2022/23 to 2024/25 school years are as follows –

School year	Total no. of schools applied for and provided with the grant[^]	Annual expenditure (\$ million)
2022/23	830	129.31
2023/24	922	148.32
2024/25	957 [*]	158.33 [*]

[^] 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.

^{*} These are the estimated total number of schools that will apply for and be provided with the grant and the estimated total expenditure involved for the 2024/25 school year. The actual figures will only be available upon the end of the school year.

All along, schools may deploy the grant to 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 number of student beneficiaries is not available.

- (3) Each measure or grant provided by EDB to schools serves its specific purpose and intended usage. In the 2025-26, EDB will establish a task force to reform and consolidate the various grants provided to schools. It will adopt innovative approaches, such as disbursing funds in the form of block grants, to allow schools to utilise resources more flexibly based on their development needs and priorities.

- End -

CONTROLLING OFFICER'S REPLY

EDB195

(Question Serial No. 2746)

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:

Students in Hong Kong are grappling with mental distress, and instances of suicide occur intermittently. The award-winning film “Time Still Turn the Pages” has sparked widespread concern about student suicide among the Hong Kong community, especially among parents. Recently, there have been a series of fatal student suicide cases, and a senior secondary student was found deceased during a Mainland study tour. Some media reports alleged that the student might have taken his own life. In this connection, please advise this Committee of the following –

- (1) Whether manpower and resources were allocated to address and prevent the aforementioned student suicide cases in the past 3 financial years?
- (2) Whether manpower and resources have been allocated, and what are the policies to address and prevent student suicides for the coming financial year? If so, what are the amounts of funding and manpower to be allocated, and what are these policies?

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 27)

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 curriculum, information dissemination, activities, training and professional support. As the expenditure and estimates on the above initiatives are subsumed under the Government’s recurrent expenditure, no breakdown is available.

In addition, EDB also provided other resources to promote student mental health in the past 3 years as below –

- EDB has been continuously promoting diversified student growth 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 on student growth programmes for 2021-22, 2022-23, and 2023-24 were \$86 million, \$87 million, and \$91 million respectively.
- EDB launched the "Mental Health Literacy" resource packages for upper primary and junior secondary students in the 2023/24 school year, while the "Mental Health Literacy" resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year. The relevant expenditure is about \$700,000.
- 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.
- EDB's expenditures in 2021-22, 2022-23 and 2023-24 on promoting home-school co-operation and parent education were about \$140 million, \$180 million and \$160 million respectively.

(2)

As an ongoing effort, EDB will proactively enhance student mental health through a multi-pronged approach, so as to help students embrace the challenges of personal growth. The total estimated amount of funding for supporting student mental health in 2025-26 is comparable with those in the past 3 years. EDB will, among others, continue to implement various measures, including –

- 4Rs Mental Health Charter (4Rs Charter): To promote mental health in schools in a more comprehensive and systematic manner, EDB has implemented the 4Rs Charter in the 2024/25 school year. Schools participating in the 4Rs Charter will set goals, implement various measures and organise activities to promote student mental health, with a view to helping students develop healthy living habits and positive interpersonal relationships, as well as enhancing their resilience and promoting their physical and psychological well-being. As at the end of February 2025, a total of 658 schools have participated in the 4Rs Charter. EDB will further promote the 4Rs Charter to more schools. In addition, EDB launched the "Mental Health Literacy" resource packages for upper primary and junior secondary students in the 2023/24 school year, while the resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year.
- Strengthen Training: EDB organises about 40 additional thematic teacher training workshops in the 2024/25 school year to introduce the practical skills, counselling techniques and intervention strategies in supporting students with mental health needs. As for parent education, in order to help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children's

mental health, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary school students in the 2024/25 school year. The talks cover topics related to mental health of children.

- Three-tier School-based Emergency Mechanism (the Mechanism): Starting from December 2023, the Government has implemented the Mechanism in all secondary schools in Hong Kong by pooling together the schools’ multi-disciplinary teams, the off-campus support network and medical services so as to achieve early identification and offer support to students at higher suicidal risk in an early stage. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk.

- End -

CONTROLLING OFFICER'S REPLY

EDB196

(Question Serial No. 2753)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It has been reported that Hong Kong's childbirth rate remained at low level. As revealed in a recent survey, 70% of people in Hong Kong are not willing to have children, mainly because of financial and housing concerns. In this connection, please advise this Committee of the following –

- (1) It is said that the child-raising costs in Hong Kong are so high that the costs of raising a child to the age of 18 could be as much as \$6 million. Will the abolition of the student grant of \$2,500 for secondary day-school, primary school and kindergarten students announced in the Budget be against the policy objective of encouraging child-bearing?

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 34)

Reply:

- (1) The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency (WFSFAA), such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by the Education Bureau. Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition

fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools. As for kindergartens (KGs), the Kindergarten Education Scheme has been implemented starting from the 2017/18 school year, around 90% of KGs joining the Kindergarten Education Scheme (Scheme-KGs) operating half-day (HD) classes are free of charge, while the school fees for whole-day (WD) Scheme-KGs are maintained at a low level. Families with financial needs may apply for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) and the Grant for School-related Expenses, which are administered by WFSFAA, to defray expenses related to KG education. Starting from the 2022/23 school year, the fee remission ceiling under KCFRS has been uplifted from the 75th percentile in the past to the 100th percentile of the school fees charged by respective HD and WD Scheme-KGs, so that parents receiving full level of fee remission do not need to pay any difference in school fees.

- End -

CONTROLLING OFFICER'S REPLY

EDB197

(Question Serial No. 2802)

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:

It is mentioned under Matters Requiring Special Attention in 2025-26 that the Education Bureau (EDB) will continue to promote student mental health by such measures as the 4Rs Mental Health Charter (the 4Rs Charter) in schools, the “Mental Health Literacy” resource packages and additional thematic training for teachers and parents. Please advise this Committee of –

- (1) the provision earmarked for the above promotion programmes in the new financial year, and the change as compared to the previous financial year;
- (2) the number of schools in Hong Kong joining the 4Rs Charter last year, and the estimated number of participating schools in the new financial year;
- (3) whether any specific measures are in place to enhance the participation of schools in Hong Kong, and how the effectiveness of the above programmes is evaluated;
- (4) any more measures to promote student mental health and enhance schools' capability in identifying and supporting students with a higher suicidal risk, in addition to presenting participating schools with 4Rs roly-poly dolls to foster resilience among students;
- (5) the current numbers of school social workers (SSW) and student guidance personnel (SGP) in Hong Kong, and the SSW-to-student and SGP-to-student ratios;
- (6) whether any assessment has been conducted to ascertain if the current numbers of SSW and SGP meet the needs of students in different schools and the “one school social worker for each school” objective has been achieved; if yes, of the assessment results; if no, whether an assessment can be conducted immediately.

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 37)

Reply:

(1) to (4)

EDB attaches great importance to the healthy development of students and has been encouraging schools to adopt the Whole School Approach (WSA) 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 curriculum, information dissemination, activities, training and professional support.

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 growth 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 on student growth programmes 2023-24 was \$91 million.

To further promote student mental health, EDB launched the “Mental Health Literacy” resource packages for upper primary and junior secondary students in the 2023/24 school year, while the “Mental Health Literacy” resource packages for senior secondary and lower primary students will be launched in the second term of the 2024/25 school year. The relevant expenditure is about \$700,000. Additionally, EDB provided secondary schools with short videos and lesson plans relating to student mental health.

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. Schools may deploy these grants in the 2023/24 and 2024/25 school years to conduct various mental health promotion activities or programmes for students and teachers. EDB has also launched the one-stop student mental health information website, “Mental Health@School” (mentalhealth.edb.gov.hk), to facilitate teachers, students, parents and the general public to select appropriate resources and strategies.

To promote mental health in schools in a more comprehensive and systematic manner, the Education Bureau (EDB) has implemented the 4Rs Mental Health Charter (4Rs Charter) in the 2024/25 school year. Schools participating in the 4Rs Charter will set goals, implement various measures and organise activities to promote student mental health, with a view to helping students develop healthy living habits and positive interpersonal relationships, as well as enhancing their resilience and improving their physical and psychological well-being. As at the end of February 2025, a total of 658 schools have participated in the 4Rs Charter. EDB is delighted to see that participating schools embrace the introduction of additional external resources and professional support through the 4Rs Charter which include teacher training, parent education activities, student programmes and experiential activities. These resources and support enhance the mental health awareness of all the personnel of the school. Schools proactively implement measures based on their school circumstance, such as setting up a Mental Health Corner, encouraging and engaging students in doing more exercise, organising

a more diversified activities, with a view to encouraging teachers and students to develop healthy living habits, providing them with more opportunities to relax and unwind, helping them build positive interpersonal relationships, and enhancing their resilience, thereby fostering a healthy campus atmosphere and enhancing the overall healthy culture in schools. EDB will continue to communicate with different stakeholders to promote the participation of public sector schools and Direct Subsidy Scheme schools in Hong Kong.

At the Selective level, EDB provides 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 organises about 40 additional thematic teacher training workshops for teachers and school guidance personnel in the 2024/25 school year, with a more intense focus on enhancing their capacity for 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 has been providing public sector ordinary schools with the Learning Support Grant since the 2017/18 school year, 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, 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. Starting from December 2023, the Government has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) in all secondary schools in Hong Kong by pooling together the schools’ multi-disciplinary teams, the off-campus support network and medical services so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support students at higher suicidal risk. As the expenditure on the above initiatives is 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. The one-stop parent education website “Smart Parent Net” (parent.edu.hk) was launched 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. To help parents acquire the knowledge and skills in supporting the healthy development of their children and taking care of their children’s mental health, EDB organises the “Caring for Their Heart and Soul, Growing along with Your Children” Parent Education Talk Series for parents of primary and secondary

school students in the 2024/25 school year. EDB has also promoted positive parent education and enhanced parents' awareness of children's mental health through diversified modes such as district-based film gala presentations. EDB's expenditure in 2023-24 on promoting home-school co-operation and parent education was about \$160 million.

As for evaluating the effectiveness of mental health schemes, according to the enhanced School Development and Accountability framework, schools can make use of the school self-evaluation (SSE) tools provided by EDB (such as the Assessment Program for Affective and Social Outcomes and Stakeholder Survey) and other self-evaluation 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 on matters related to student mental health. 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.

The total estimated amount of funding for supporting student mental health in 2025-26 is comparable with that of the previous year. As an ongoing effort, EDB will proactively enhance student mental health through a multi-pronged approach, so as to help students embrace the challenges of personal growth.

(5) to (6)

EDB provides comprehensive student guidance and support services to public sector primary and secondary schools through the implementation of WSA and multi-disciplinary collaboration. Teachers, in collaboration with professional staff (including guidance personnel, SSWs and school-based educational psychologists), provide remedial, preventive and developmental student guidance services. The Government continues to allocate resources to enhance student guidance services in schools. EDB has been implementing the policy of "one school social worker for each school" in primary schools. A school may, having regard to its own circumstances, employ at least one school-based registered graduate social worker with professional qualifications. Moreover, EDB also provides additional resources to subsidise schools to procure consultation, supervision or other services for supporting SSWs. In the 2023/24 school year, over 90% of public sector primary schools have employed school-based registered graduate social workers, with 692 social workers serving in public sector primary schools. The existing arrangement under the "one school social worker for each school" measure not only enables schools to provide professional services, but also provides schools with sufficient resources and flexibility to hire or procure additional guidance services. As for secondary schools, SWD has implemented the measure of "two school social workers for each school", and enhanced the supervisory and administrative support. According to the information from SWD in 2023-24, there were 924 social workers serving in secondary schools.

Under WSA, student guidance work is not only the responsibility of individual teachers, SSWs or SGP. All school personnel should work collaboratively, with the joint efforts of the professionals from different disciplines, to provide students with comprehensive guidance services. The needs of guidance and social work services of individual schools vary. Schools may, according to students' needs, flexibly deploy grants provided by the Government or pool together other school resources to employ qualified SGP or procure related services from organisations to strengthen the support for students. EDB will

continue to offer appropriate support to schools through professional consultation, school visits and school-based training activities in light of their actual needs. EDB will maintain communication with the sector and continue to review the implementation of school social work and guidance services, so as to provide support for students effectively. EDB does not maintain the number of SGP (including counsellors) and the ratio of SGP to students.

- End -

CONTROLLING OFFICER'S REPLY

EDB198

(Question Serial No. 0496)

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 granted a start-up fund of \$100 million to support the joint promotion efforts of the Alliance of Universities of Applied sciences (the Alliance) for the next 5 to 10 years in order to enhance the status of vocational and professional education and training in society and among parents and students. In this connection, please advise this Committee of the specific initiatives to which the start-up fund has been injected, a breakdown of the amount injected as well as the Alliance's work plans for the coming year and a breakdown of the estimates.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 24)

Reply:

To provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors, the Government has been promoting the establishment of universities of applied sciences (UAS), and, in February 2024, promulgated the criteria for qualifying as UAS along with the relevant mechanisms. UAS provide applied degree programmes with an applied focus blending theory and practice, and closely collaborate with professional skills sectors to 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. Subsequently, the Government announced in March and November 2024, respectively, that Hong Kong Metropolitan University (HKMU) and Saint Francis University had been confirmed as the first two UAS in Hong Kong after undergoing stringent procedures and reviews.

As mentioned in the 2024 Policy Address, the Government will continue to support the development of UAS, with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November. The Alliance's secretariat is HKMU, which will take the lead in the development of the Alliance. The Education Bureau (EDB) has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from

having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB199

(Question Serial No. 1724)

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 align with the national policy of promoting the high-quality development of modern vocational education, the Government has been collaborating with the relevant Mainland authorities to take forward the mutual recognition of sub-degree level qualifications, including the Higher Diploma qualification. In this connection, please advise this Committee of –

- (1) the progress of this work carried out by the Government to this end since 2023;
- (2) the academic areas covered by the sub-degree level qualifications (including higher diploma qualifications) under discussion;
- (3) when the first batch of mutually recognised qualifications is expected to be implemented.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 17)

Reply:

(1) to (3)

The HKSAR Government has been proactively responding to and 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, broaden young people's articulation pathways, and align with the national policy of promoting the high-quality development of modern vocational education. We will continue to proactively follow up this matter with the relevant Mainland authorities. To more sharply differentiate the vocational and professional education and training (VPET) and academic pathways, the Education Bureau (EDB) completed the Review of Sub-degree Education and promulgated the updated programme guidelines which enhanced the positioning of VPET at sub-degree level, including supporting higher diploma graduates to acquire recognised specialised knowledge and skills for either immediate employment at the para-professional level or articulation to specialised degree programmes. EDB will continue to review the

effectiveness in a timely manner to provide flexible and diversified articulation pathways for young people.

- End -

CONTROLLING OFFICER'S REPLY

EDB200

(Question Serial No. 2467)

Head: (156) Government Secretariat: Education Bureau

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

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 has provided the Vocational Training Council (VTC) with a non-recurrent funding to support trainees of the Training and Support Scheme to take part in non-local study and exchange programmes through the Pilot International Study Programme (ISP), which was originally planned to conclude in the 2024/25 academic year. Currently, the unspent balance is over \$8 million after deduction of the revised estimate for 2024-25. In addition, it is mentioned under Matters Requiring Special Attention that VTC will continue to operate ISP during 2025-26. In this connection, please advise this Committee of –

- (1) whether the Government has reviewed ISP and monitored its effectiveness; if yes, of the details; if no, of the reasons;
- (2) whether the Government has considered providing a new round of funding to offer continued support for the international exchange after the funding is exhausted.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 36)

Reply:

(1) to (2)

Starting from the 2020/21 academic year, the Government has provided a non-recurrent funding to the Vocational Training Council (VTC) for 3 years to launch the Pilot International Study Programme (ISP) for trainees under the Pilot Training and Support Scheme. ISP was officially launched in the 2022/23 academic year as a result of the pandemic, and has subsequently been extended for 2 years to the 2024/25 academic year to benefit more trainees. A total of 322 trainees participated in ISP in the 2022/23 and 2023/24 academic years.

VTC invites employers and trainees to complete a questionnaire to gauge their views on ISP annually so as to review ISP and monitor its effectiveness. Participating employers and trainees are of the view that ISP enables trainees to broaden their horizons, understand the development trend of the sector in the international market, enhance their professional knowledge and skills, and improve their intercultural communication competence. The

Government is in close liaison with VTC to review the effectiveness of ISP and consider the relevant arrangements after the trial period.

- End -

CONTROLLING OFFICER'S REPLY

EDB201

(Question Serial No. 2516)

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 the Estimates that the Government will provide the Life-wide Learning and Sister School Grant, as consolidated from existing grants to improve flexibility and utilisation, for public sector and Direct Subsidy Scheme primary schools to organise learning activities in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools, etc. starting from the 2025/26 school year. In this connection, please advise this Committee of the following –

- (1) What were the respective total expenditures on the grants for life-wide learning and the Sister School Scheme in the past 3 years?
- (2) Will the new arrangement incur additional funding? If yes, what is the additional amount?
- (3) Given that the atmosphere of innovation and technology (I&T) in Hong Kong school sector is not as vibrant as that in Mainland school sector, will the Government encourage schools to use the Grant for the Sister School Scheme to engage in I&T activities with their sister schools in the Mainland, for example, by forming teams for science competitions in the Greater Bay Area?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 4)

Reply:

(1) to (3)

To encourage schools to provide students with more diversified experiential learning activities in line with the school curriculum, 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 to support schools in taking forward life-wide learning on the present foundation with enhanced efforts. For schools under the Direct Subsidy Scheme (DSS), the provision of LWLG is subsumed in the DSS unit subsidy rates. The total provision is about \$900 million each year. The numbers of public sector

schools (including special schools) provided with LWLG and the expenditures on the grant from the 2022/23 to 2024/25 school years are set out as follows –

School year	No. of schools	Amount of the grant (\$ million)
2022/23	906	843
2023/24	906	853
2024/25 ⁺	901	856

+ Provisional figures

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 at different levels with their sister schools in the light of their school-based development needs. The amount of grant per school for the 2024/25 school year is around \$165,000. The total numbers of schools provided with the grant from EDB and the expenditures involved for the 2022/23 to 2024/25 school years are set out as follows –

School year	Total no. of schools applied for and provided with the grant[@]	Expenditure of the grant (\$ million)
2022/23	830	129.31
2023/24	922	148.32
2024/25 ⁺	957	158.33

[@] 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.

⁺ These are the estimated total number of schools that will apply for and be provided with the grant and the estimated total expenditure involved for the 2024/25 school year. The actual figures will only be available at the end of the school year.

Starting from the 2025/26 school year, EDB will provide public sector and DSS schools with the Life-wide Learning and Sister School Grant, as consolidated from existing LWLG, the Grant for the Sister School Scheme and the Subsidy for the Outdoor Education Camp Scheme, with a view to improving flexibility, utilisation and synergy for schools to holistically plan and arrange various learning activities (including Mainland and local educational tours and exchange activities) in line with the learning goals and curriculum areas, as well as Mainland exchange activities with sister schools, etc. This initiative aims to enrich students' learning experience, consolidate and deepen what they have learnt in class, and enable them to gain first-hand experience of national development in various aspects such as innovation and technology, aerospace and aviation technology from multiple perspectives, thereby enhancing their understanding of our country and strengthening their sense of national identity. EDB plans to announce relevant arrangements to schools and hold briefing sessions on implementation details in mid-2025.

- End -

CONTROLLING OFFICER'S REPLY**EDB202****(Question Serial No. 2659)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (8) Policy and SupportControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned in the Estimates that the Government will continue to monitor the supply and demand of international school places. In this connection, will the Government advise this Committee of –

- (1) the fill-up rates of international schools in the past 3 school years, as well as the respective numbers of local and non-local students;
- (2) whether the first non-profit-making private school offering the Mainland curriculum will be established as scheduled?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 6)Reply:

(1)

The fill-up rates and the respective numbers of local and non-local students of international schools in the past 3 school years are tabulated below:

School year	Fill-up rate	No. of local students	No. of non-local students
2022/23	87.8%	13 858	26 768
2023/24	90.4%	14 684	27 390
2024/25	91.7%	14 982	28 599

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) 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.

(2)

The Education Bureau has been collaborating closely with the relevant school sponsoring body (SSB) in the establishment of the first non-profit-making private school offering a Mainland curriculum in Hong Kong. It is understood that the SSB is actively undertaking

the pre-construction preparation for the school building project. The actual school year that the Mainland curriculum school will commence operation is dependent upon factors such as the progress of the preparation work and the school construction works.

- End -

CONTROLLING OFFICER'S REPLY

EDB203

(Question Serial No. 2703)

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 (Michelle LI)

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Estimates that the Education Bureau provides support for eligible students through the Mainland University Study Subsidy Scheme, which provides a subsidy for eligible students pursuing undergraduate studies at designated Mainland institutions. In this connection, please provide the following information for the past 3 years –

- (1) the number of Hong Kong students pursuing further studies in the Mainland;
- (2) a breakdown of the subsidy cases granted, categorised by 3 types of beneficiaries, namely students with the right of abode in Hong Kong, students with the right to land in Hong Kong, and students who have entered Hong Kong on one-way permits;
- (3) the percentages of applications in which the beneficiaries completed their studies.

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 11)

Reply:

- (1) According to the latest information from the Ministry of Education, as at December 2022, December 2023 and March 2025, 21 519, 23 317 and 29 258 Hong Kong students were studying in higher education institutions and research institutes in the Mainland respectively.
- (2) The numbers of student beneficiaries under the Mainland University Study Subsidy Scheme (MUSSS) in the 2022/23, 2023/24 and 2024/25 academic years, broken down by 3 types of beneficiaries, namely students with the right of abode in Hong Kong, students with the right to land in Hong Kong, and students who have entered Hong Kong on one-way permits, are tabulated below –

Academic year	2022/23	2023/24	2024/25 (as at early March 2025)
No. of subsidised students with the right of abode in Hong Kong	3 297	3 374	3 149
No. of subsidised students with the right to land in Hong Kong	1	1	0
No. of subsidised students who have entered Hong Kong on one-way permits	1 253	1 226	875
Total	4 551	4 601	4 024*

* About 130 applications for the 2024/25 academic year are currently being processed. About 4 100 students are expected to benefit from MUSSS during the year.

- (3) The Education Bureau does not maintain statistics on the percentages of applications in which the beneficiaries completed their studies. Nonetheless, student beneficiaries applied for subsidy renewal until the end of the normal study period in most cases.

- End -

CONTROLLING OFFICER'S REPLY**EDB204****(Question Serial No. 2706)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (7) Post-secondary, Vocational and Professional EducationControlling Officer: Permanent Secretary for Education (Michelle LI)Director of Bureau: Secretary for EducationQuestion:

It is mentioned in the Estimates that the Education Bureau implements the cross-sectoral Qualifications Framework (QF), which aims to provide clear and diverse progression pathways and specifies the outcome standards required for the award of qualifications at different levels. In light of the rapid advancement of artificial intelligence, will the Government advise this Committee of the number of programmes pitched at the support, practitioner, specialist and master levels under QF's Vocational Qualification Pathway (VQP) for artificial intelligence, cloud computing and data science? What are the current numbers of places available and enrolments in these programmes? Are artificial intelligence, cloud computing and data science covered by the cross-sectoral QF?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 9)Reply:

The Qualifications Framework (QF) is a 7-level hierarchy framework with a Qualifications Register (QR), which is a free-of-charge, public, centralised online database that records quality assured qualifications recognised under QF to facilitate the search of these qualifications by the public.

As indicated in QR, the number of programmes related to the three areas, namely artificial intelligence, cloud computing and data science, that are listed in QR and recognised under QF are 81, 13 and 50 respectively, spanning over QF levels 2 to 7. A breakdown of these programmes by QF levels is tabulated below –

Area	No. of programmes by QF level @ (as at 11 March 2025)							Total
	1	2	3	4	5	6	7	
Artificial Intelligence	-	1	10	26	18	23	3	81
Cloud Computing	-	3	5	4	-	1	-	13
Data Science	-	-	-	20	12	15	3	50

- @ Based on the number of programmes in the respective areas, obtained by searching “artificial intelligence”, “cloud computing” and “data science” in QR and categorised by QF levels 1 to 7.

The number of enrolments for these programmes is not recorded in QR.

- End -

CONTROLLING OFFICER'S REPLY

EDB205

(Question Serial No. 0522)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not specified

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that to complement the development of Hong Kong's innovation and technology industry and to promote Hong Kong as an international hub for post-secondary education, the Government has reserved about 90 hectares of land in the Northern Metropolis (NM) for developing the Northern Metropolis University Town (NMUT).

There are views that, as Hong Kong further integrates into the overall development of our country, the potential for Mainland-Hong Kong education co-operation is enormous. By optimising the strengths of Hong Kong's internationalised and high-quality education landscape, alongside those of the Mainland's market scale, talent pool and diverse academic disciplines, we can promote the complementary use and effective consolidation of educational resources between the two places. In this connection, please advise whether the Government has considered allocating resources to encourage joint education services in NM between renowned Mainland institutions and Hong Kong institutions, particularly in fields where Hong Kong is facing professional manpower shortages, such as marine economy, aviation and aerospace. This could bring in high-quality educational resources from the Mainland, thereby alleviating the financial pressure on the Government's education expenditure. Given the existing shortfall of student hostels, has the Government considered earmarking sufficient land in NM for construction of student hostels? Are there any plans to relocate some universities in their entirety to NMUT or to grant land for the establishment of branch campuses or institutes in NM?

Asked by: Hon YIM Kong (LegCo internal reference no.: 13)

Reply:

The Government is committed to developing the Northern Metropolis University Town (NMUT), and will encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas institutions in a flexible and innovative manner. We will retain flexibility in the planning process to facilitate development of student hostels. Some institutions wish to

reprovision their existing campuses or develop satellite campuses through the land provided by NMUT, thereby increasing space for academic development and research. We will carefully consider all factors, including feasibility, cost-effectiveness, and the optimal use of existing campus facilities and public resources, and gradually take forward the relevant work, having regard to 4 objectives and strategies, namely (a) industry-led; (b) support Hong Kong to develop into an international post-secondary education hub; (c) align with the nation's development strategies; and (d) industry-led, step by step. We plan to publish the Northern Metropolis University Town Development Conceptual Framework in the first half of 2026.

- End -

CONTROLLING OFFICER'S REPLY

EDB206

(Question Serial No. 0568)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (1) Director of Bureau's Office, (3) Primary Education, (4) Secondary Education, (6) Other Educational Services and Subsidies, (7) Post-secondary, Vocational and Professional Education, (8) Policy and Support

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

Director of Bureau: Secretary for Education

Question:

It is mentioned in the Budget that the Government's provision of \$68.1 billion to the University Grants Committee-funded universities in the coming 3 years has reflected a 2% reduction target each year.

In this connection, given that Hong Kong's education is facing challenges from both tight government funding and intensifying global competition, has the Government considered increasing the proportion of self-financing programme places in institutions, appropriately reducing the number of publicly-funded programme places, raising tuition fees for popular professional programmes such as Medicine and Law, and reducing the funding for each institution accordingly? In addition, are there any changes in government subsidy to government and aided primary and secondary schools compared to the previous year? If yes, what are these changes?

Asked by: Hon YIM Kong (LegCo internal reference no.: 30)

Reply:

In the 2025/26 to 2027/28 triennium (2025-28 triennium), the University Grants Committee (UGC)-funded sector will implement a reduction of cumulative 2% of the original funding requirement in each of the academic year, with a cut amounting to around \$2.8 billion. Nevertheless, the number of UGC-funded first-year first-degree intake places will be maintained at 15 000. This ensures that the universities will continue to cultivate a sufficient talent pool to support Hong Kong's future development needs, and provide local students with suitable opportunities for further studies. In addition, the UGC-funded universities will offer a variety of self-financing programmes based on their specific condition, positioning, development directions, as well as staffing support for teaching and research. In principle, taught postgraduate programmes are mainly offered on a self-financing basis.

In the 2025/26 academic year, the tuition fee level for the UGC-funded programmes will be set at a flat rate of \$44,500 per annum. Currently, the Government does not set individual tuition fee levels for different UGC-funded disciplines, so as to allow students to select programmes that best align with their aspirations and abilities without financial concerns. Certain high-cost programmes like Medicine, which trains doctors to meet healthcare service demands which deliver community-wide benefits.

Meanwhile, the Education Bureau (EDB) will, without affecting the quality of education and the teaching profession, further optimise and consolidate the use of education resources, while keeping our principles and being innovative. EDB will also strive to streamline procedures to improve efficiency. Measures to be implemented in the 2025-26 financial year include adjustment of general subvention for publicly-funded primary and secondary schools (reduced by about 2%), and consolidation of grants and adjustment of the disbursement arrangements (e.g. providing a consolidated “Life-wide Learning and Sister School Grant” to public sector and Direct Subsidy Scheme schools).

- End -

CONTROLLING OFFICER'S REPLY**EDB207****(Question Serial No. 2570)**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:

- (1) Please set out in table form the numbers of candidates who took the Tourism and Hospitality Studies (THS) subject in the Hong Kong Diploma of Secondary Education Examination and the numbers who passed the examination in the past 5 years.
- (2) Has the Education Bureau reviewed or updated the curriculum content of THS subject in the past 3 years, having regard to the significant post-pandemic changes in the tourism industry? If yes, please provide the details.
- (3) Does the Government have any plans to encourage collaboration between the education sector and the tourism industry to provide more experiential opportunities for THS students, with a view to enhancing their knowledge about the tourism industry?

Asked by: Hon YIU Pak-leung (LegCo internal reference no.: 53)Reply:

(1)

The numbers of candidates who registered for the Tourism and Hospitality Studies (THS) subject in the Hong Kong Diploma of Secondary Education Examination and the numbers of candidates who passed the examination over the 5 school years from 2019/20 to 2023/24 are tabulated below –

Year of examination	No. of candidates who registered for the THS subject	No. of candidates who passed the examination (i.e. attaining Level 2 or above)
2020	3 613	2 567
2021	3 533	2 462
2022	3 597	2 527
2023	3 462	2 256
2024	4 117	2 899

(2) and (3)

The Education Bureau (EDB) consistently reviews and updates the curricula of various subjects through the Curriculum Development Council (CDC) and its committees, implementing timely optimisation based on set priorities. The CDC-Hong Kong Examinations and Assessment Authority Committee on THS is currently deliberating on optimising both the curriculum content and assessment mode for THS, while also further examining the post-pandemic changes in the tourism industry and society at large. Meanwhile, EDB is making corresponding arrangements and updates in areas such as learning and teaching resources, teacher professional development activities, and student activities to provide support for teachers.

On learning and teaching resources, EDB updated the learning and teaching manuals in 2024 for teachers' reference. These manuals specifically include topics such as the impact of the pandemic on the tourism and hospitality industry, post-pandemic recovery of destinations, and case studies of industry responses to the pandemic. EDB will continue to update and enhance these learning and teaching resources in line with the latest developments, such as the Development Blueprint for Hong Kong's Tourism Industry 2.0, ensuring that the THS curriculum and teaching activities remain up-to-date, thereby enhancing the effectiveness of both learning and teaching.

On teacher professional development activities, EDB has organised a range of training activities for teachers in recent years, aimed at providing them with current insights into the development of the tourism and hospitality industry. These activities encompass thematic talks on the latest updates in Hong Kong's tourism, hospitality, and convention and exhibition sectors, as well as field visits to local hotels to observe their post-pandemic developments and responses to recent trends and issues in the tourism and hospitality industry. By equipping teachers with this up-to-date knowledge, EDB enhances the effectiveness of both learning and teaching in THS.

On student activities, EDB has co-organised the Hong Kong Tourism Industry Student Summit with the Hong Kong Tourism Board since 2023. This summit is designed to enhance THS students' understanding of local tourism development and promotional efforts. It includes thematic talks by industry professionals and scholars, as well as the Inter-school Project Learning Competition, where students can explore and create new tourism experiences in Hong Kong, thereby promoting the sustainable development of the industry. Previous summits have featured themes of "Cultural Tourism", "Sustainable Tourism", and "In-depth Tourism: Journey into New Travel Experiences", reflecting the dynamic evolution of the tourism industry in recent years. This activity has attracted enthusiastic participation and support from schools, teachers and students.

EDB will continue to maintain close liaison and collaboration with academia and the industry regarding the subject THS to enhance students' understanding of the local tourism industry and provide them with experiential opportunities. Moreover, THS students have the option to enrol in Applied Learning courses relevant to the tourism industry, such as "Airport Passenger Terminal Operations" and "Hotel Operations". These courses serve a complementary role in deepening students' industry knowledge and preparing them for further study and career opportunities.

In addition, EDB has been promoting collaboration between schools and business corporations under the Business-School Partnership Programme (BSPP) to provide students with career exploration opportunities, and to encourage business partners to organise diversified career exploration activities for students. In the 2022/23 school year, EDB further promoted co-operation between the business sector and schools through the launch of BSPP 2.0 with more business partners covering more industries, to widen student's exposure and enhance life planning. A series of Holiday Work Experience Programmes would also be arranged under the BSPP 2.0 during major school holidays to enable senior secondary students to gain first-hand experience of the actual operation of different industries (including hotel, tourism and hospitality industries) as well as to explore their interests and career aspirations. Schools may apply, on behalf of their students, for participation in the activities under BSPP 2.0 in the light of their learning needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB208

(Question Serial No. 2577)

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 for teachers were organised 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 providing students with opportunities for Mainland exchanges and study tours in line with our country's latest development and the school curriculum, enabling students to gain first-hand experience of the development of our country in different aspects from multiple perspectives and consolidate and deepen what they have learnt in class, with a view to enhancing their understanding of our country and strengthening their sense of national identity. EDB provides 100 000 exchange quotas annually, which are sufficient for all students in publicly-funded schools to participate in at least one subsidised Mainland exchange programme each in their primary and secondary stages. 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 resumed Mainland exchange programmes for students in the 2023/24 school year and the responses from schools have been positive. The numbers of students

joining Mainland exchange programmes and the expenditures involved in the 2023/24 and 2024/25 school years are set out as follows –

School year	No. of students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2023/24 ⁺	68 200	78.0
2024/25 ⁺⁺	81 000	114.9

[@] 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, 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. The numbers of senior secondary students joining CS Mainland study tours and the expenditures involved in the 2023/24 and 2024/25 school years are set out as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)[@]
2023/24 ⁺	49 000	70.8
2024/25 ⁺⁺	50 400	86.2

[@] 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

EDB launched the “Greater Bay Area Career Exploration Tours” Programme (the Programme) in the 2023/24 school year, under which public sector and Direct Subsidy Scheme (DSS) secondary schools offering local curriculum can arrange study activities to the workplace in the Greater Bay Area for their senior secondary students. The numbers of senior secondary students joining the Programme and the expenditures involved in the 2023/24 and 2024/25 school years are set out as follows –

School year	No. of senior secondary students (rounded down to the nearest hundred)	Expenditure (\$ million)
2023/24 ^{@+}	500	3.1
2024/25 ⁺⁺	13 500	24.1

[@] Schools approved to join the Programme for the 2023/24 school year may arrange study activities/use the grant within the 2024/25 school year (i.e. before 31 August 2025)

⁺ Actual figures revised from last year's estimates

⁺⁺ 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 2023/24 and 2024/25 school years are around \$163,000 and \$165,000 respectively.

(2)

EDB supports post-secondary students in participating in various exchange programmes in the Mainland, including the Mainland Experience Scheme for Post-secondary Students and the Vocational Training Council (VTC)'s Mainland exchange activities. The numbers of students participating in the Mainland Experience Scheme for Post-secondary Students and VTC's Mainland exchange activities and the expenditures involved in the 2023/24 and 2024/25 academic years are set out as follows –

Academic year	Mainland Experience Scheme for Post-secondary Students		Mainland exchange activities organised by VTC ^{&}	
	No. of students [*]	Expenditure (\$ million) [@]	No. of students [*]	Expenditure (\$ million)
2023/24 [#]	1 000	3.4	1 600	3.5
2024/25 ⁺	1 500	14.4	1 300	3.6

[&] 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 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

Furthermore, EDB provided subsidies for 4 Mainland exchange activities for students pursuing the Diploma of Applied Education Programme in the 2023/24 academic year. The number of participants was 87 and the estimated expenditure was about \$190,000. It is expected that EDB will subsidise 5 Mainland exchange activities in the 2024/25 academic year, with the estimated number of participants and expenditure being about 140 and \$520,000 respectively.

(3)

EDB has been actively providing teachers with opportunities for Mainland training and professional exchanges, such as organising Mainland study tours for newly-joined teachers, promoted teachers and in-service teachers, as well as the Leadership Enhancement Programme for Primary and Secondary School Principals. Through direct personal observation and experience, 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.

The numbers of teachers joining Mainland professional exchange programmes and the expenditures involved in the 2023/24 and 2024/25 school years are set out as follows –

School year	No. of teachers [*]	Expenditure (\$ million) [@]
2023/24 [#]	5 930	34.3
2024/25 ⁺	5 950	47.3

^{*} 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**EDB209****(Question Serial No. 2583)**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:

In respect of talent nurturing for Hong Kong's tourism industry, please provide the numbers of enrolments in master's, degree, associate degree and diploma programmes in tourism and hospitality offered by various post-secondary institutions and the Vocational Training Council, as well as the proportions of local and non-local students.

Asked by: Hon YIU Pak-leung (LegCo internal reference no.: 33)Reply:

Regarding University Grants Committee (UGC)-funded undergraduate programmes and full-time locally-accredited self-financing sub-degree (including Associate Degree and Higher Diploma), undergraduate and taught postgraduate programmes in tourism and hospitality, a breakdown of the numbers of actual intakes and percentages of local and non-local students by institution for the 2023/24 academic year is set out at **Annex**. The Education Bureau does not maintain figures for other diploma programmes offered by the relevant institutions.

As for the full-time subvented programmes related to hotel, tourism, hospitality as well as exhibition and convention offered by the Vocational Training Council in the 2023/24 academic year, the numbers of actual intakes and percentages of local and non-local students are as follows –

Programme type	No. of actual intakes		
	Local students (%)	Non-local students (%)	Total (%)
Higher Diploma	272 (99.3)	2 (0.7)	274 (100)
Diploma of Foundation Studies	719 (100)	0 (0)	719 (100)
Diploma	43 (100)	0 (0)	43 (100)

Numbers of actual intakes and percentages of local and non-local students in UGC-funded undergraduate programmes and full-time locally-accredited self-financing sub-degree, undergraduate and taught postgraduate programmes in tourism and hospitality by institution for the 2023/24 academic year

Institution	No. of actual intakes			No. of actual intakes			No. of actual intakes		
	Sub-degree			Undergraduate			Taught postgraduate		
	Local students (%)	Non-local students (%)	Total (%)	Local students (%)	Non-local students (%)	Total (%)	Local students (%)	Non-local students (%)	Total (%)
UGC-funded programmes									
The Chinese University of Hong Kong	No relevant programmes			59 (95.2)	3 (4.8)	62 (100.0)	No relevant programmes		
The Hong Kong Polytechnic University				227 (87.6)	32 (12.4)	259 (100.0)			
Self-financing programmes									
Hong Kong Baptist University – School of Continuing Education / College of International Education	22 (100.0)	0 (0.0)	22 (100.0)	-	-	-	-	-	-
Caritas Bianchi College of Careers	12 (100.0)	0 (0.0)	12 (100.0)	-	-	-	-	-	-
Hong Kong Institute of Technology	-	-	-	20 (100.0)	0 (0.0)	20 (100.0)	-	-	-
Hong Kong College of Technology and HKCT Institute of Higher Education	25 (100.0)	0 (0.0)	25 (100.0)	-	-	-	-	-	-
The Chinese University of Hong Kong	-	-	-	-	-	-	3 (5.5)	52 (94.5)	55 (100.0)
HKU SPACE Po Leung Kuk Stanley Ho Community College	146 (99.3)	1 (0.7)	147 (100.0)	-	-	-	-	-	-
The University of Hong Kong – School of Professional and Continuing Education (HKU SPACE) / HKU SPACE Community College	-	-	-	3 (100.0)	0 (0.0)	3 (100.0)	-	-	-
Hong Kong Metropolitan University and its Li Ka Shing School of Professional and Continuing Education	31 (49.2)	32 (50.8)	63 (100.0)	167 (92.8)	13 (7.2)	180 (100.0)	5 (7.5)	62 (92.5)	67 (100.0)
The Hong Kong Polytechnic University	-	-	-	-	-	-	8 (5.8)	131 (94.2)	139 (100.0)

Institution	No. of actual intakes			No. of actual intakes			No. of actual intakes		
	Sub-degree			Undergraduate			Taught postgraduate		
	Local students (%)	Non-local students (%)	Total (%)	Local students (%)	Non-local students (%)	Total (%)	Local students (%)	Non-local students (%)	Total (%)
The Hong Kong Polytechnic University – School of Professional Education and Executive Development / Hong Kong Community College	370 (98.9)	4 (1.1)	374 (100.0)	33 (94.3)	2 (5.7)	35 (100.0)	-	-	-
Vocational Training Council	-	-	-	129 (54.9)	106 (45.1)	235 (100.0)	-	-	-

Note:

1. Programmes in tourism and hospitality refer to those whose English titles contain the keywords “Hospitality”, “Hotel”, “Tourism” or “Travel”.
 2. Undergraduate programmes cover first-year-first-degree and top-up degree programmes.
 3. Self-financing taught postgraduate 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.
 4. Relevant figures of the Vocational Training Council include those of its member institutions, namely the School for Higher and Professional Education and the Technological and Higher Education Institute of Hong Kong.
- “-” Denotes that the relevant programmes were not offered by the institution in that academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB210

(Question Serial No. 1485)

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 the promotion of digital education, please advise of the following –

- (1) the number of school hardware devices upgraded for promoting digital education, the relevant details, the number of schools involved, and the expenditure in each of the past 5 years;
- (2) the number, content and total hours of teacher training programmes for promoting digital education, the number of teachers involved, and the expenditure in each of the past 5 years;
- (3) the number, establishment and ranks of staff involved in taking forward digital education related initiatives, as well as the expenditure on salaries by rank and in total.

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 35)

Reply:

(1) to (3)

The Education Bureau (EDB) is stepping up its efforts to promote digital education in primary and secondary schools. Through a range of diversified strategies, including ongoing curriculum renewal, strengthening teacher training, optimising education ancillary infrastructure, and providing resource support, EDB assists schools in harnessing innovation and technology (I&T), including artificial intelligence (AI), to enhance the digital literacy and competence of both teachers and students, and foster learning and teaching effectiveness, with a view to nurturing talents for the future.

In early 2025, EDB established the Steering Committee on Strategic Development of Digital Education (SCSDDE), which provides advice on the goals and strategies of digital education development as well as makes reference to the good experiences from Hong Kong, Mainland and overseas to facilitate academic and cross-sector collaboration and promote the development of digital education in Hong Kong. SCSDDE has commenced operation and has organised multiple engagement sessions, inviting participation of representatives from the school sector and the I&T industry.

To support schools in applying digital technology to facilitate teaching, 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, according to their school-based pedagogical needs, to purchase and enhance various kinds of hardware and software (including AI-assisted tools) for teaching, subscribe to Wi-Fi services, and strengthen their IT staffing support. In the 2024/25 school year, the rate of CITG for each school ranges from \$275,355 to \$898,390, depending on the school type and the number of classes. The grant rates will be adjusted annually in accordance with the movement of the Composite Consumer Price Index.

Moreover, EDB continuously optimises the infrastructure and ancillary facilities for digital education. With \$1.5 billion allocated from the Quality Education Fund, EDB has implemented a funding programme starting from the 2021/22 school year. This programme loans mobile computer devices and provides Internet access facilities (including portable Wi-Fi routers and mobile data cards) to financially needy students through schools. It subsidises the purchase of mobile computer devices by schools for loan to these students. Around 700 schools have participated in the programme annually in the first 3 years since its launch, benefitting about 68 500 students. Relevant figures are set out below –

School year	No. of schools	No. of student beneficiaries and hardware devices involved [^]				Expenditure [^] (\$ million)
		Mobile computer devices only	Internet access facilities only	Both mobile computer devices and Internet access facilities	No. of student beneficiaries	
2021/22	705	21 249	1 387	977	23 613	99
2022/23	699	17 952	769	402	19 123	71
2023/24	725	24 921	468	316	25 705	92
2024/25	706	Relevant figures not yet available*				

* In the 2024/25 school year, 706 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 figures will be adjusted when schools submit their annual audited accounts; the number of student beneficiaries in the 2022/23 school year is the adjusted figure as of the end of 2024.

In respect of teacher training, EDB organises professional development programmes for leaders and teachers of primary and secondary schools on an ongoing basis to equip them with the knowledge and skills needed for the implementation of digital education. These training programmes cover topics such as digital technology, relevant pedagogies, information literacy, and leadership in the implementation of digital education in schools. Details of the professional development programmes organised for promoting digital education in the past 5 school years are set out below –

School year	No. of training programmes	Total no. of hours	No. of participating teachers
2019/20	382	951	11 686
2020/21	485	1 361	25 231
2021/22	500	1 341	30 109
2022/23	446	1 343	30 951
2023/24	477	1 397	29 427

Since the manpower and expenditure involved in the promotion of digital education are subsumed under the overall expenditure of EDB, a breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB211

(Question Serial No. 1486)

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 respect of nurturing more innovation and technology (I&T) talents, please advise of the following –

- (1) the number and content of I&T modules revised in each of the past 5 years;
- (2) the number and details of projects taken forward thus far under the e-Learning Ancillary Facilities Programme, as well as the numbers of participating schools and student beneficiaries, and the expenditures involved;
- (3) the estimated number of personnel attending professional development programmes on artificial intelligence (AI) in each of the 50 schools provided with funding for the pilot scheme on AI-assisted teaching in junior secondary Science, as well as the content and total hours of training;
- (4) the number, establishment and ranks of staff responsible for implementing the pilot scheme on AI-assisted teaching in junior secondary Science, as well as the expenditure on salaries by rank and in total.

Asked by: Hon YUNG Hoi-yan (LegCo internal reference no.: 36)

Reply:

The Education Bureau (EDB) is stepping up its efforts to promote digital education in primary and secondary schools. Through a range of diversified strategies, including ongoing curriculum renewal, strengthening teacher training, optimising education ancillary infrastructure, and providing resource support, EDB assists schools in harnessing innovation and technology (I&T), including artificial intelligence (AI), to enhance the digital literacy and competence of both teachers and students, and promote learning and teaching effectiveness, with a view to nurturing talents for the future.

In early 2025, EDB established the Steering Committee on Strategic Development of Digital Education (SCSDDE), which provides advice on the goals and strategies of digital education development as well as makes reference to the good experiences from Hong Kong, Mainland and overseas to facilitate academic and cross-sector collaboration and promote the

development of digital education in Hong Kong. SCSDDE has commenced operation and has organised multiple engagement sessions, inviting participation of representatives from the education sector and the I&T industry.

(1)

EDB continues to incorporate I&T learning elements into the primary and secondary curricula. To enable students to master coding and AI knowledge and skills from an early age, EDB launched the “Module on AI for Junior Secondary Level” and the “Enriched Module on Coding Education for Upper Primary Level” in 2023 to further cultivate students’ computational thinking more systematically, enhance students’ understanding of the foundation and application of AI, and strengthen their technology literacy.

The “Enriched Module on Coding Education for Upper Primary Level” covers basic computational thinking concepts, namely abstraction, algorithm and automation. The “Module on Artificial Intelligence for Junior Secondary Level” covers topics on AI basics, society and ethics, computer vision and speech, and future AI development, among others. A particular emphasis is laid on the ethics, risks and societal impact of AI, with the aim of guiding students to harness I&T and information technology tools in problem solving. Both curricula are developed in collaboration with local universities. At present, almost all publicly-funded schools have implemented the enriched coding education and AI education at upper primary and junior secondary levels respectively.

(2)

The Quality Education Fund (QEF) has allocated \$500 million for the implementation of the e-Learning Ancillary Facilities Programme to develop e-learning ancillary facilities, including learning platforms and resources, that meet local learning and teaching needs through co-operation between the education and business sectors. 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 funding of around \$240 million. They deploy innovative technologies such as big data and AI to enhance learning and teaching effectiveness in a wide array of subjects/areas. As at the end of 2024, around 400 schools participated in the development projects, with the numbers of participating teachers and students being 1 250 and 27 000 respectively. It is expected that in mid-2025, the deliverables of the projects will be successively released for use by schools. QEF will also sponsor publicly-funded schools to use the deliverables of the projects to facilitate the sustainable development of the projects.

(3) and (4)

EDB launched the “AI for Science Education” Funding Programme in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the QEF, received an overwhelming response, with a total of 221 successful applications from publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Currently, there are about 4 to 6 junior secondary Science teachers in each publicly-funded secondary school. Schools may use the funding to enrol Science teachers in relevant short courses (including seminars and workshops) to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support

programme(s) related to AI-assisted teaching, develop relevant learning and teaching resources, and promote innovative pedagogical approaches.

Apart from the above dedicated funding, the manpower expenditure involved in promoting AI-assisted teaching in junior secondary Science in secondary schools (including special schools) is subsumed within the overall expenditure of EDB, and a breakdown is therefore not available.

- End -

CONTROLLING OFFICER'S REPLY

EDB212

(Question Serial No. 1526)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

It is understood that the Education Bureau works in collaboration with the Working Family and Student Financial Assistance Agency (WFSFAA) to arrange tuition fee reimbursement under the Diploma Yi Jin (DYJ) Programme and the Diploma of Applied Education (DAE) Programme for eligible students taking subjects under DYJ/DAE Programme to gain a formal qualification for employment and continuing education. In this connection, will the Government advise this Committee of the following:

- (1) the number of students applying for the respective Household Application for Student Financial Assistance Schemes and the numbers of students passing the means test with “full grant” or “half grant” in 2023-24, with a breakdown by beneficiary educational institution;
- (2) the total amount of tuition fee reimbursed by the WFSFAA for applications under the respective Household Application for Student Financial Assistance Schemes in 2023-24; and
- (3) currently, the manpower, average processing time and administrative expenses required for the WFSFAA to handle each application?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 10)

Reply:

(1) and (2)

The number of students applying for tuition fee reimbursement for the Diploma Yi Jin (DYJ) Programme and the Diploma of Applied Education (DAE) Programme under the Household Application for Student Financial Assistance Schemes in the 2023/24 academic year was 4 434.

Since tuition fee reimbursement will only be granted to students who have satisfactorily completed the relevant programmes/subjects, the Working Family and Student Financial

Assistance Agency (WFSFAA) will normally confirm with institutions the information of eligible students and arrange for tuition fee reimbursement after the end of the academic year. The numbers of students granted means-tested “full” and “half” tuition fee reimbursement as at 31 January 2025 (broken down by institution) are tabulated below, and the total amount of tuition fee reimbursement involved was \$34.68 million.

Name of institutions	Number of students granted “full” tuition fee reimbursement	Number of students granted “half” tuition fee reimbursement
Lingnan Institute of Further Education	65	27
School of Continuing Education, Hong Kong Baptist University	106	33
Hong Kong Institute of Technology	145	80
Hong Kong Metropolitan University, Li Ka Shing School of Professional and Continuing Education	106	45
Hong Kong College of Technology	282	146
Caritas Institute of Community Education	219	115
UOW College Hong Kong	10	5
School of Business and Information Systems, Vocational Training Council	32	11

(3)

Generally speaking, the WFSFAA will reimburse the tuition fees to eligible DYJ and DAE students within 6 weeks after institutions confirmed the student information and the programme subjects satisfactorily completed by students. As the staff who handle the relevant tuition fee reimbursement are also responsible for other duties, the WFSFAA does not maintain data on the manpower, time and administrative expenses required to handle each case of tuition fee reimbursement.

- End -

CONTROLLING OFFICER'S REPLY

EDB213

(Question Serial No. 1527)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Gilford LAW)

Director of Bureau: Secretary for Education

Question:

As the Government has since the 2024/25 school year discontinued the practice of paying the examination fees for school candidates sitting for the Hong Kong Diploma of Secondary Education Examination (HKDSE) between the 2018/19 and 2023/24 school years, needy candidates are required to apply with the Working Family and Student Financial Assistance Agency (WFSFAA) again for the “Examination Fee Remission Scheme” (the Scheme), so as to obtain means-tested examination fee remission. In this connection, will the Government inform this Committee:

- (1) of the following information on the implementation of the Scheme by the WFSFAA in the 2024/25 school year: (i) the number of student-applications processed; (ii) the numbers of applicants with full grant or half grant; and (iii) the total amount of grants disbursed;
- (2) given that language subjects are compulsory and so all students will be equally benefited, and that the Government has been encouraging students to become biliterate and trilingual, whether the Government will consider paying the examination fees of language subjects for eligible school candidates in a timely manner, so that Form Six students can sit for this “life-determining” examination without any burden. If yes, what are the details; if no, what are the reasons?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 11)

Reply:

- (1)
The figures regarding the number of applications, the numbers of students whose applications were approved, as well as the total amount of assistance disbursed under the Examination Fee Remission (EFR) Scheme in the 2024/25 school year are tabulated as follows:

Number of applications [#]	Number of students whose applications were approved		Total amount of assistance disbursed (\$ million)
	Full grant	Half grant	
11 650	7 008	4 487	33

The number of applications is verified by the Hong Kong Examinations and Assessment Authority, and all the applications have been processed by the Working Family and Student Financial Assistance Agency.

(2)

Examination fees of the Hong Kong Diploma of Secondary Education Examination (HKDSE) have all along been charged in line with the “user-pay principle”, with users bearing a portion of the costs. The payment of examination fees for school candidates entering for the HKDSE in recent years was a one-off initiative to relieve people’s burden and share the fruits of economic success with the public by the Government, rather than a standing policy. The Government has no plan to continue paying the examination fees for school candidates entering for the HKDSE. Needy and eligible students may submit applications under the EFR Scheme.

- End -

CONTROLLING OFFICER'S REPLY**EDB214****(Question Serial No. 1528)**Head: (173) Working Family and Student Financial Assistance AgencySubhead (No. & title): (228) Student financial assistanceProgramme: (1) Student Assistance SchemeControlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)Director of Bureau: Secretary for EducationQuestion:

Regarding the operational details of the Student Travel Subsidy (STS) for Tertiary or Post-secondary Students, which is provided by the Government to needy students attending a full-time day course up to first degree level in a recognised institution; residing more than 10 minutes' walking distance away from their schools; and who need to travel to school by public transport, will the Government inform this Committee of:

- (1) the numbers of people applying for STS and eventually receiving half level or full level of subsidy as well as the total amount of STS involved in the past 3 financial years; and
- (2) the factor(s) for consideration by the Working Family and Student Financial Assistance Agency in assessing the amount of STS (whether the situation in which a student may concurrently benefit from the Public Transport Fare Subsidy Scheme is considered)?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 12)Reply:

(1)

The numbers of applicants and successful applications under the Student Travel Subsidy (STS) Scheme (tertiary or post-secondary students), as well as the total amount of STS disbursed from the 2022/23 to 2024/25 academic years (as at 31 January 2025) are tabulated as follows:

Academic year	Number of applicants	Number of successful applications		Total amount of STS disbursed (\$ million)
		Full level	Half level	
2022/23	26 394	17 962	5 608	99.0
2023/24	24 507	16 322	5 475	94.2
2024/25 (as at 31 January 2025)	17 916	12 473	3 197	30.2

(2)

The STS Scheme aims to provide travel subsidy to needy students attending a full-time day course up to first degree level in a recognised institution; residing more than 10 minutes' walking distance away from their schools; and who need to travel to school by public transport. The amount of STS disbursed to an applicant is determined by factors including the average fare on public transport between the districts in which the student studies and resides during term-time, the number of term days and the assistance level approved.

The Public Transport Fare Subsidy Scheme (PTFSS) aims to relieve the fare burden of commuters whose public transport expenses are relatively high. Given the PTFSS does not impose specific restrictions or means tests on its beneficiaries, eligible beneficiaries of the STS Scheme may also benefit from the PTFSS if their actual public transport expenses exceed the monthly level under the PTFSS.

- End -

CONTROLLING OFFICER'S REPLY

EDB215

(Question Serial No. 1024)

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
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

Under Matters Requiring Special Attention in 2025-26, the Bureau indicates that it will continue the concerted efforts to recover student loans in arrears. In this connection, will the Government advise this Committee of the following:

- (1) the amount of student loans in arrears and the number of default cases at present;
- (2) the specific measures to recover the arrears; and
- (3) if an applicant defaulting on student loans has left Hong Kong, whether the Bureau will continue to recover the loans in arrears? If so, what are the details; if not, what are the reasons?

Asked by: Hon LAM Kin-fung, Jeffrey (LegCo internal reference no.: 16)

Reply:

(1)
The Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency administers 5 student financial assistance schemes for providing loans to tertiary and post-secondary students (i.e. the Tertiary Student Finance Scheme – Publicly-funded Programmes, the Financial Assistance Scheme for Post-secondary Students, the Non-means-tested Loan Scheme for Full-time Tertiary Students, the Non-means-tested Loan Scheme for Post-secondary Students and the Extended Non-means-tested Loan Scheme). The total amount in default [@] and the total number of default cases [^] under the 5 schemes as at 31 January 2025 are tabulated below:

Total amount in default (\$ million) @	96.42
Total number of default cases ^	5 134

@ The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years.

^ Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases.

(2) and (3)

The Government has been tackling the problem of defaulted student loans continuously and earnestly, and has been taking follow-up actions proactively on all default cases. SFO administers different loan recovery procedures as appropriate at different stages having regard to the circumstances of each case. Generally speaking, regardless of whether the defaulters are in Hong Kong or not, SFO will issue reminder letters, send SMS messages or make phone calls to them and their indemnifiers requesting 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 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, such as working out adjustments to the repayment plan.

In addition, in accordance with the Undertaking signed by loan borrowers for taking out the loans, loan borrowers are required to notify SFO in writing immediately if they and/or their indemnifiers have changed their contact information (including their address), or if they and/or their indemnifiers intend to leave Hong Kong for a period longer than 3 months or to emigrate. This is to ensure their contact information is accurate. SFO will remind borrowers regularly through letters and information disseminated on its website.

At present, it is not common for student loan borrowers to default on loan repayment after leaving Hong Kong. Most of these borrowers have repayment records. Also, defaulters outside Hong Kong often take the initiative to make enquiries and repayments, and if they fail to repay the arrears, SFO will take recovery action against their indemnifiers.

- End -

CONTROLLING OFFICER'S REPLY

EDB216

(Question Serial No. 2380)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

Regarding the financial assistance for primary and secondary students under the Programme, please provide the following information for the past 3 years:

- (1) the numbers of applications approved under the Kindergarten and Child Care Centre Fee Remission Scheme and the Grant for School-related Expenses for Kindergarten Students each year and their percentage shares in the total number of students in local kindergartens in that year;
- (2) the number of applications approved for full grant or half grant under the School Textbook Assistance Scheme each year and their percentage share in the total number of Primary 1 to Secondary 6 students in local schools in that year;
- (3) the number of applications approved under the Student Travel Subsidy Scheme each year and their percentage share in the total number of students attending primary and secondary school or a full-time day course up to the degree level in a recognised institution in that year;
- (4) the numbers of full-time and part-time students under the Diploma of Applied Education (DAE) Programme/Diploma Yi Jin (DYJ) Programme obtaining 30%, 50% or 100% reimbursement of the tuition fees paid each year, and their percentage share in the total numbers of full-time and part-time students under the DAE Programme/DYJ Programme in that year;
- (5) the number of students obtaining 30%, 50% or 100% reimbursement of the tuition fees paid under the Financial Assistance Scheme for Designated Evening Adult Education Courses each year, and their percentage share in the total number of students enrolled in such courses in that year;
- (6) the number of ineligible or rejected applications under the above schemes each year; and
- (7) when the last comprehensive review on the assessment method (i.e. the “Adjusted Family Income” mechanism) adopted in the means test of the above assistance schemes was conducted, and whether the Government will enhance the assistance mechanism in light of the abolishment of the student grant?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 38)

Reply:

(1) to (7)

The relevant figures for the Kindergarten and Child Care Centre Fee Remission Scheme, the Grant for School-related Expenses for Kindergarten Students, the School Textbook Assistance Scheme, the Student Travel Subsidy Scheme, the reimbursement of tuition fees in respect of the Diploma of Applied Education (DAE) Programme/Diploma Yi Jin (DYJ) Programme and the Financial Assistance Scheme for Designated Evening Adult Education Courses from the 2022/23 to 2024/25 school years (as at 31 January 2025) are tabulated at the **Annex**.

The Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency (WFSFAA) uses the “Adjusted Family Income” mechanism as the means test to assess the eligibility of an applicant for student financial assistance and the level of assistance. The family income ceilings under the mechanism are adjusted annually in accordance with the movement of the Consumer Price Index. At present, nearly 60% of beneficiary students receive full grant. The Government reviews the mechanism from time to time, including the relaxation of the family income ceiling for full level of assistance under the mechanism in the 2011/12 school year.

The student grant was introduced in 2019 as one of the relief measures announced by the Government in response to the social situations at that time. It is non-means-tested and is not a poverty alleviation measure. Even with the abolishment of the student grant, students from families with financial difficulties will continue to receive assistance through various existing means-tested assistance measures, including the Kindergarten and Child Care Centre Fee Remission Scheme, the Grant for School-related Expenses for Kindergarten Students, the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, the Subsidy Scheme for Internet Access Charges and the Examination Fee Remission Scheme. Among these, STAS includes not only a textbook grant, but also a flat-rate grant to help students defray various school-related expenses such as the stationery, school uniform, study aids and other non-tuition fees. Currently, the full rate of the flat-rate grant is \$2,652. In addition, the Education Bureau has implemented the School-based After-school Learning and Support Programmes, the Student Activities Support Grant and Free Lunch at Schools. Therefore, students with financial needs will continue to receive appropriate support through the above measures.

Pre-primary education level

School year	Number of students whose applications were approved and their percentage share in the total number of kindergarten students		Number of students whose applications were not approved
	Number of students whose applications were approved	Percentage share	
Kindergarten and Child Care Centre Fee Remission Scheme			
2022/23	21 644^	15.06%	6 101
2023/24	20 205^	14.85%	5 881
2024/25 (as at 31 January 2025)	16 755^	13.36%	5 402
Grant for School-related Expenses for Kindergarten Students			
2022/23	33 273	23.16%	6 139
2023/24	29 290	21.52%	5 881
2024/25 (as at 31 January 2025)	22 732	18.12%	5 454

[^] The figure does not include students who passed the means test but needed not pay school fees under the Kindergarten Education Scheme. The numbers of students involved in the 2022/23, 2023/24 and 2024/25 school years (as at 31 January 2025) are 11 587, 8 986 and 5 906 respectively.

School Textbook Assistance Scheme

School year	Number of students whose applications were approved and their percentage share in the total number of primary and secondary students				Number of students whose applications were not approved
	Full grant		Half grant		
	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share	
2022/23	115 596	19.23%	78 141	13.00%	7 312
2023/24	106 371	17.77%	77 887	13.01%	8 208
2024/25 (as at 31 January 2025)	97 103	16.11%	74 599	12.37%	8 217

Student Travel Subsidy Scheme

School year	Number of students whose applications were approved and their percentage share in the total number of primary and secondary students/post-secondary students				Number of students whose applications were not approved
	Primary and secondary students		Post-secondary students		
	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share	
2022/23	140 594	22.80%	23 570	15.42%	34 073
2023/24	135 676	22.08%	21 797	14.18%	34 812
2024/25 (as at 31 January 2025)	125 641	20.77%	15 670	9.73%	34 100

Other education programmes

School year	Number of students whose applications were approved [#] and their percentage share in the total number of students under the programme					
	30% reimbursement of tuition fees		50% reimbursement of tuition fees		100% reimbursement of tuition fees	
	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share	Number of students whose applications were approved	Percentage share
Reimbursement of tuition fees in respect of the DAE Programme/DYJ Programme						
2022/23	4 596	67.10%	512	7.48%	1 111	16.22%
2023/24 (as at 31 January 2025)	4 600	63.85%	462	6.41%	965	13.40%
2024/25	As the reimbursement of tuition fees for the 2024/25 academic year has not begun, the relevant figures are not yet available.					
Financial Assistance Scheme for Designated Evening Adult Education Courses						
2022/23	395	34.08%	29	2.50%	111	9.58%
2023/24 (as at 31 January 2025)	358	33.15%	35	3.24%	88	8.15%
2024/25	As the reimbursement of tuition fees for the 2024/25 academic year has not begun, the relevant figures are not yet available.					

[#] The tuition fee reimbursement will only be granted to students who have satisfactorily completed the relevant programmes/subjects. The WFSFAA will normally confirm with institutions the information of eligible students and arrange for tuition fee reimbursement after the end of the relevant academic year. For ineligible students (e.g. those who did not complete the programme), the institutions will not provide any information to the SFO.

- End -

CONTROLLING OFFICER'S REPLY**EDB217****(Question Serial No. 2381)**

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

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

Regarding the financial assistance schemes for post-secondary students under this Programme, please advise on the following:

Based on the amount of loan, please provide the respective numbers of new student loan repayers in each of the past 3 years, and set out the information in the following table:

Year:

	Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)	Financial Assistance Scheme for Post-secondary Students (FASP)	Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT)	Non-means-tested Loan Scheme for Post-secondary Students (NLSPS)	Extended Non-means-tested Loan Scheme (ENLS)
\$50,000 or below					
\$50,001-\$100,000					

\$100,001-\$150,000					
\$150,001-\$200,000					
\$200,001-\$250,000					
Over \$250,000					

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 39)

Reply:

The numbers of new loan repayers whose loan accounts were activated for repayment upon graduation or completion of study in the 2022/23 and 2023/24 academic years (broken down by the total amount of loan) are tabulated below:

Total amount of loan	Number of new loan repayers*				
	TSFS	FASP	NLSFT	NLSPS	ENLS
2022/23 academic year					
\$50,000 or below	409	394	1 303	618	1 058
\$50,001-\$100,000	577	579	1 208	2 062	1 396
\$100,001-\$150,000	336	395	556	1 969	844
\$150,001-\$200,000	126	78	617	668	428
\$200,001-\$250,000	111	62	126	384	193
Over \$250,000	40	34	35	228	331
Total number of new loan repayers	1 599	1 542	3 845	5 929	4 250
2023/24 academic year					
\$50,000 or below	421	350	1 433	533	956
\$50,001-\$100,000	602	581	1 410	1 821	1 237
\$100,001-\$150,000	346	354	741	1 769	665
\$150,001-\$200,000	127	65	902	717	405

Total amount of loan	Number of new loan repayers*				
	TSFS	FASP	NLSFT	NLSPS	ENLS
\$200,001-\$250,000	119	72	205	306	223
Over \$250,000	32	38	46	224	245
Total number of new loan repayers	1 647	1 460	4 737	5 370	3 731

* To ease the financial burden of student loan repayers amidst the COVID-19 epidemic, the Government provided interest-free deferral of loan repayment arrangement for 5 years from 1 April 2020 to 31 March 2025 (suspension period). All eligible student loan repayers, including new loan repayers whose loan accounts were activated for repayment upon graduation or completion of study during the suspension period, do not need to repay the principal and instalment interest payable during the suspension period.

Student loan borrowers will only become new loan repayers upon graduation or completion of study. As the 2024/25 academic year has not concluded yet, the number of new loan repayers for that academic year is not available for the time being.

- End -

CONTROLLING OFFICER'S REPLY

EDB218

(Question Serial No. 2436)

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

Subhead (No. & title): (000) Operational expenses
(101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

Regarding the concerted efforts to recover student loans in arrears mentioned in Matters Requiring Special Attention under the Programme, will the Government inform this Committee of the following:

- (1) Please provide, in tabular form, the amounts in default under various student financial assistance schemes as of now. What are the number and ages of the student loan defaulters, the reasons for their overdue repayments and the average amount in default per person?
- (2) As of end-January 2024, the amount in default under various student financial assistance schemes is over \$100 million. To expedite the recovery of the loans in arrears, does the Government have any detailed plans for recovering such loans in the coming year, and what are the manpower and administrative expenses to be involved? If yes, what are the details? If no, what are the reasons and the difficulties involved?
- (3) Regarding the student loans in arrears, has the Government delved into the reasons for the overdue repayments? Will the Government allocate more resources for promoting the concept of financial prudence among students and parents in primary and secondary schools, post-secondary institutions and the community in the future?
- (4) It is also mentioned in Matters Requiring Special Attention that the Government will “continue to adopt information technology, including launching a centralised e-service portal”. What is the current progress and the estimated expenditure of the development

of the portal? What are the details of the work on interfacing the portal with the existing “Student Finance Office E-link” and the “iAM Smart” platforms to facilitate the provision of one-stop services?

Asked by: Hon LEUNG Yuk-wai, Kenneth (LegCo internal reference no.: 28)

Reply:

(1)

The Student Finance Office (SFO) under the Working Family and Student Financial Assistance Agency (WFSFAA) administers 5 student financial assistance schemes for providing loans to tertiary and post-secondary students (i.e. the Tertiary Student Finance Scheme – Publicly-funded Programmes, the Financial Assistance Scheme for Post-secondary Students, the Non-means-tested Loan Scheme for Full-time Tertiary Students, the Non-means-tested Loan Scheme for Post-secondary Students and the Extended Non-means-tested Loan Scheme). Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases. The amounts in default under the 5 schemes as at 31 January 2025 are tabulated below:

Scheme	Amount in default (\$ million)[@]
Tertiary Student Finance Scheme – Publicly-funded Programmes	11.21
Financial Assistance Scheme for Post-secondary Students	8.93
Non-means-tested Loan Scheme for Full-time Tertiary Students	7.25
Non-means-tested Loan Scheme for Post-secondary Students	25.99
Extended Non-means-tested Loan Scheme	43.04
Total	96.42

[@] 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 number of defaulters and the average amount in default per person, broken down by age, as at 31 January 2025 are tabulated below:

Age	Below 30	30 to 39	40 to 49	50 to 59	60 or above
Number of defaulters	265	1 704	1 398	577	553
Average amount in default (\$)	7,700	18,600	30,200	19,200	16,800

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.

(2)

The Government has been tackling the problem of defaulted student loans continuously and earnestly, and has been taking follow-up actions proactively on all default cases. SFO

administers different loan recovery procedures as appropriate at different stages 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. 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, such as working out adjustments to the repayment plan.

In the 2024/25 academic year (as at 31 January 2025), about 100 staff from SFO and DoJ are tasked to handle work relating to student loan recovery. The overall operating expenditure involved (including the expenditure on the remuneration of the staff concerned) is around \$15.6 million.

(3)

SFO has been committed to promoting education on financial management and has been reminding applicants to carefully consider their borrowing needs and repayment abilities before applying for and deciding to take out the loans. SFO updates information on its website from time to time to promote the message of financial prudence, credit management and responsible borrowing, as well as the possible consequences of default on loan repayment with a view to enhancing deterrent effects.

SFO also collaborates with various post-secondary institutions. Apart from communicating with their student affairs offices from time to time to provide them with the latest information on loan application and messages on financial management for students, SFO also distributes relevant promotional materials to institutions for use in their student activities each year. This helps instil a prudent attitude towards financial management in students while reminding them of the points to note in making applications under the financial assistance schemes for post-secondary and tertiary students.

In addition, in collaboration with the Investor and Financial Education Council (IFEC), SFO promotes, through its website, the IFEC's financial education platform "The Chin Family" and its annual financial education campaign "Hong Kong Money Month" to provide financial management information to student loan applicants and their parents, and to educate them about the importance of early financial planning.

As regards the reasons for defaulting on loan repayment, please refer to part (1) of the reply.

(4)

The centralised e-service portal of WFSFAA, namely "eWFSFAA", was launched in March 2025. The expenditure on the development of the portal is about \$10 million. "eWFSFAA" is a one-stop e-service platform which provides single sign-on access to various financial assistance schemes administered by WFSFAA. The new portal is interfaced with the Government's "iAM Smart" platform and our existing e-service portals (including the SFO E-link). After a one-off identity verification through "iAM Smart" or any of the existing e-service platforms, users can log onto the portal to view the application status of

different financial assistance schemes on a single page as well as to manage account information and submit applications conveniently.

- End -

CONTROLLING OFFICER'S REPLY

EDB219

(Question Serial No. 1960)

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

Subhead (No. & title): (101) Means-tested loan for tertiary students pursuing publicly-funded programmes
(102) Non-means-tested loan scheme
(103) Means-tested loan for post-secondary students
(201) Means-tested loan for tertiary students pursuing publicly-funded programmes
(202) Non-means-tested loan scheme
(203) Means-tested loan for post-secondary students

Programme: (1) Student Assistance Scheme

Controlling Officer: Head, Working Family and Student Financial Assistance Agency (Gilford LAW)

Director of Bureau: Secretary for Education

Question:

It is mentioned under the Matters Requiring Special Attention in 2025-26 that the Working Family and Student Financial Assistance Agency will “continue the concerted efforts to recover student loans in arrears”. Please inform this Committee of:

- (1) the individuals, departments or organisations involved in “the concerted efforts”;
- (2) the number of loan applications received, number of loan applications approved and amount approved under various assistance schemes of the Student Finance Office in the past 3 financial years;
- (3) further to the above question, the current number of default cases and the total amount of loans in default under various assistance schemes and their percentage changes compared to the past 3 financial years;
- (4) whether the Government has written off these default loans; if yes, the amount of public money involved;
- (5) whether the Government has assessed if the default rate of such loans will continue to rise amid the economic downturn in Hong Kong; if yes, the results, the highest projected default rate and the amount of public money involved; if not; whether an assessment will be conducted immediately; and

- (6) the specific new measures to endeavours to recover student loans in arrears and the administrative cost involved.

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 9)

Reply:

(1) and (6)

The Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency has been tackling the problem of defaulted student loans continuously and earnestly. The SFO administers different loan recovery procedures as appropriate at different stages having regard to the circumstances of each default case. If the SFO fails to receive the repayment from the loan borrowers and their indemnifiers (IDMs) by the repayment deadline, it will issue reminder letters, send SMS messages or make phone calls to request them to settle the arrears. If no repayment or response is received after repeated reminders and urges, the SFO will proceed to take legal recovery action 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 cases where the court has ruled in favour of the SFO, the DoJ will assist the SFO to enforce the judgment by way of applying for Writs of Fieri Facias (i.e. seizing by a Court Bailiff of goods and chattels of the debtor in execution of the judgment debt), Garnishee Orders (i.e. attaching or freezing the sums of money in the defaulters' and/or IDMs' bank accounts) and Charging Orders (i.e. imposing a charge on the defaulters' and/or IDMs' properties, commonly known as "imposing an encumbrance"), with a view to recovering the defaulted student loans from the defaulters' and/or IDMs' assets as far as possible. In addition, according to the Undertaking signed by the borrowers for acceptance of loan, the SFO can check with other bureaux/departments and institutions their updated addresses or other personal data for the purpose of recovering the arrears. The SFO has been working closely with the DoJ to handle default cases, review the recovery procedure and enhance the relevant workflow regularly.

In the 2024/25 academic year (as at 31 January 2025), the overall operating expenditure on handling work relating to student loan recovery was around \$15.6 million, primarily covering the expenses on salaries for the relevant staff of the SFO and the DoJ.

(2)

The SFO currently administers 5 student financial assistance schemes for post-secondary and tertiary students, including 2 means-tested financial assistance schemes (namely the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) which provide grants and/or living expenses loans) and 3 non-means-tested loan schemes (namely the Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) and the Extended Non-means-tested Loan Scheme (ENLS) which provide loans to applicants for paying tuition fees).

The numbers of applications, the numbers of cases with loans disbursed and the amounts of loans disbursed under the 5 student financial assistance schemes from the 2022/23 to 2024/25 academic years are tabulated below:

	Academic Year		
	2022/23	2023/24	2024/25 (as at 31 January 2025)
(A) TSFS			
Number of applications [^]	19 607	18 904	17 736
Number of cases with loans disbursed [#]	2 797	2 990	2 108
Amount of loans disbursed (\$m)	131.50	143.59	107.13
(B) FASP			
Number of applications [^]	16 237	15 462	15 006
Number of cases with loans disbursed [#]	2 329	2 312	1 609
Amount of loans disbursed (\$m)	111.40	114.45	84.90
(C) NLSFT			
Number of applications	13 679	14 684	15 534
Number of cases with loans disbursed	11 199	11 987	11 119
Amount of loans disbursed (\$m)	446.51	478.38	448.05
(D) NLSPS			
Number of applications	12 136	12 912	14 598
Number of cases with loans disbursed	10 063	10 789	10 598
Amount of loans disbursed (\$m)	608.10	645.21	615.80
(E) ENLS			
Number of applications	6 397	6 324	5 166
Number of cases with loans disbursed	5 919	5 815	4 375
Amount of loans disbursed (\$m)	457.53	472.88	318.25

[^] All applications received were considered as applying for both the grant and the living expenses loan.

[#] Excluding the number of students/applications that have passed the means test but only accepted the offer of grant and not the offer of living expenses loan. In the 2022/23, 2023/24 and 2024/25 academic years (as at 31 January 2025), the numbers of such cases under the TSFS were 12 738, 11 771 and 9 413 respectively while the numbers of such cases under the FASP were 10 147, 9 057 and 7 336 respectively.

(3)

Cases with 2 or more consecutive overdue quarterly instalments/6 or more consecutive overdue monthly instalments are regarded as default cases. The numbers of default cases and the amounts in default under various financial assistance schemes as at 31 January 2025 and their percentage changes compared to the past 3 academic years are tabulated below:

Scheme	2024/25 academic year (as at 31 January 2025)	% change compared to the 2021/22 academic year	% change compared to the 2022/23 academic year	% change compared to the 2023/24 academic year
TSFS				
Number of default cases	476	-22.22%	-10.36%	-3.05%
Amount in default (\$m) @	11.21	-19.35%	-10.68%	-5.56%
FASP				
Number of default cases	570	-19.72%	-8.21%	-2.40%
Amount in default (\$m) @	8.93	-11.50%	-5.60%	-1.76%
NLSFT				
Number of default cases	361	-21.52%	-10.20%	-2.17%
Amount in default (\$m) @	7.25	-20.50%	-13.69%	-5.97%
NLSPS				
Number of default cases	988	-20.51%	-11.86%	-4.73%
Amount in default (\$m) @	25.99	-14.90%	-8.84%	-3.78%
ENLS				
Number of default cases	2 739	-19.06%	-11.10%	-3.76%
Amount in default (\$m) @	43.04	-15.53%	-9.26%	-2.73%

@ The amount in default is the total amount of arrears in the defaulted student loan accounts, including the arrears from the previous academic years.

(4) and (5)

The SFO endeavours to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only consider writing off the loans when they are irrecoverable (for example, where the loan borrower has deceased or is permanently unfit for work due to severe disability and his/her indemnifier is unable to repay the loan, where both the loan borrower and his/her indemnifier are bankrupt, or where the DoJ considers that the loan is irrecoverable under legal considerations).

The numbers of write-off cases and the amount involved under the 5 student financial assistance schemes in the 2022/23 to 2024/25 academic years are tabulated below:

Scheme	Academic Year		
	2022/23 [^]	2023/24 [^]	2024/25 (as at 31 January 2025)
TSFS			
(a) Number of write-off cases ^{&}	16	8	8
(b) Amount involved (\$M)	0.94	0.17	0.73
FASP			
(a) Number of write-off cases ^{&}	3	4	3
(b) Amount involved (\$M)	0.06	0.32	0.22
NLSFT			
(a) Number of write-off cases ^{&}	5	5	3
(b) Amount involved (\$M)	0.24	0.17	0.47
NLSPS			
(a) Number of write-off cases ^{&}	5	5	4
(b) Amount involved (\$M)	0.54	0.50	0.21
ENLS			
(a) Number of write-off cases ^{&}	33	48	22
(b) Amount involved (\$M)	1.31	2.07	0.91

[^] As at 31 July

[&] A write-off case may involve the loan repayment accounts of one or more financial assistance scheme(s) administered by the SFO.

To alleviate the financial burden of student loan repayers amidst the epidemic, the Government has provided interest-free deferral of loan repayment arrangement (deferral arrangement) since 1 April 2020 for 5 years (suspension period). All eligible student loan repayers and new loan repayers whose loan accounts were activated for repayment upon graduation or completion of study during the suspension period do not need to repay any interest and loan principal during such period, but repayers with defaulted loans before the suspension period still need to settle the arrears. With the deferral arrangement in force, the number of default cases has reduced correspondingly. The deferral arrangement will end on 31 March 2025 and student loan repayers have to resume loan repayment from April 2025. Since the circumstances of individual cases vary, it is difficult to assess the trend of default/write-off cases for the time being. The SFO will continue to closely monitor the situation of student loan repayment and take appropriate measures to address the problem of defaulted student loans.

- End -

CONTROLLING OFFICER'S REPLY

EDB220

(Question Serial No. 1964)

Head: (173) Working Family And Student Financial Assistance Agency

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

Programme: (-) Not specified

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

It is mentioned under Matters Requiring Special Attention that the Government will launch a centralised e-service portal (portal) to enhance efficiency. Please inform this Committee of:

- (1) whether there is a timetable for the launch of the portal;
- (2) the costs for development, annual operational expenses and recurrent expenditure; and
- (3) whether consideration has been made from the perspective of users' needs during the development of the portal, so as to prevent the services provided by the portal from failing to meet users' needs or expectations. If so, what are the details? If not, what are the reasons?

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 13)

Reply:

(1) to (3)

The centralised e-service portal of the Working Family and Student Financial Assistance Agency (WFSFAA), "eWFSFAA", was launched in March 2025. The costs for development amount to about \$10 million. As the annual operational expenses and recurrent expenditure of the platform are subsumed under the recurrent funding, the WFSFAA does not maintain the relevant breakdown separately.

"eWFSFAA" is a one-stop e-service platform which provides single sign-on access to the various financial assistance schemes administered by the WFSFAA. After a one-off identity verification, users can log onto the platform to view the application status of different schemes on a single page, manage account information of various financial assistance schemes, and submit applications conveniently. In the course of development, the WFSFAA has adopted the "user-centred design" concept and integrated the usage data of the existing e-service

platforms collected from system analysis as well as the consolidated feedback and expectations of users into the design of the new platform.

- End -

CONTROLLING OFFICER'S REPLY

EDB221

(Question Serial No. 0444)

Head: (173) Working Family and Student Financial Assistance Agency

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

Programme: (-) Not specified

Controlling Officer: Head, Working Family and Student Financial Assistance Agency
(Gilford LAW)

Director of Bureau: Secretary for Education

Question:

The Working Family and Student Financial Assistance Agency launched a chatbot to enhance enquiry services on the Working Family Allowance Scheme and student financial assistance schemes. However, the chatbot can only provide services in traditional Chinese, simplified Chinese and English. In this connection, will the Government advise this Committee whether there is a plan to enhance the chatbot by utilising artificial intelligence translation systems so as to provide additional support services in languages more commonly used by ethnic minorities, such as Bahasa Indonesia, Hindi and Nepali? If so, when will it be implemented? If not, what are the reasons for that?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 19)

Reply:

The Working Family and Student Financial Assistance Agency (WFSFAA) launched the chatbot "S. Buddy" in March 2023 to provide 24-hour online enquiry services for the public. At present, "S. Buddy" supports English, traditional Chinese and simplified Chinese, and is able to recognise Cantonese slangs and trending words. The WFSFAA attaches great importance to the provision of relevant information and services for ethnic minorities (EMs). Currently, apart from Chinese and English, the WFSFAA website also supports 8 EM languages (including Bahasa Indonesia, Hindi, Nepali and others) to ensure EMs' access to the necessary information. The Agency will keep in view the service demand, technical feasibility and resources requirements, and consider supporting other EM languages in "S. Buddy".

- End -

CONTROLLING OFFICER'S REPLY

EDB222

(Question Serial No. 0448)

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 the Budget Speech that there will be an annual reduction of 2% in the recurrent funding for universities. Will the Government advise:

1. whether such reduction will affect the funding for scientific research projects (e.g. the collaborative projects of the Artificial Intelligence Research Institute); and
2. how the reduction in research funding can be covered by other means, such as increasing private donations or collaboration between universities and businesses?

Asked by: Hon CHAN Han-pan (LegCo internal reference no.: 8)

Reply:

The University Grants Committee (UGC) has recommended the Cash Limit of \$70.9 billion for the 2025-28 triennium based on established mechanism. Subsequently, the Government decided to implement the “2-2-2” efficiency savings, i.e. 2% cut for the 2025-26, 2026-27 and 2027-28 financial years, with a cumulative saving of around \$2.8 billion for the 2025-28 triennium. As such, the Cash Limit for the entire UGC-funded sector for the 2025-28 triennium is \$68.1 billion.

Under the prevailing arrangement, the Government allocates recurrent grants to the eight UGC-funded universities in the form of a block grant. The universities may, in accordance with the principle of institutional autonomy, flexibly deploy the block grants for teaching, research and other activities. Against the background of a reduction on the recurrent funding, we encourage the eight UGC-funded universities to utilise technology, streamline procedures and facilitate transformation without compromising the quality of teaching and research, in a bid to enhance operational efficiency and achieve the goal of resources saving. The universities will, having regard to their visions, missions and various considerations, decide on their own specific measures and arrangements to optimise resource allocation resulting from the reduction on recurrent grants.

Efficiency savings will not undermine our commitment to supporting the universities in enhancing their research capabilities. As stated in the Budget, we will launch a new round of \$1.5 billion Research Matching Grant Scheme, through which \$1.5 billion of matching grants will be provided for degree-awarding institutions within a four-year period, to support them in continuing to diversify research funding sources, initiating research endeavours and nurturing research talent. The quota of the Hong Kong PhD Fellowship Scheme will also increase to 400 places per year. In addition, we have increased the number of research postgraduate places from 5 595 to 7 200 in phases since the 2023/24 academic year. As seen in the aforesaid initiatives, we aim to allocate resources more precisely and continue supporting the universities in achieving better results in research.

- End -

CONTROLLING OFFICER'S REPLY

EDB223

(Question Serial No. 0668)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) has stated that it will continue to take measures to encourage the UGC-funded universities to enhance the quality of teaching and learning. Some students reported suspicious cases of agencies infiltrating student messaging groups to promote services such as ghostwriting essays and taking examinations on behalf of students which seriously impairs academic integrity and undermines fairness in academia with far-reaching effects. In this connection, please inform this Committee of the following:

1. What are the specific measures for regulating and combating academic dishonesty such as ghostwriting essays; and
2. Have the major tertiary institutions established clear reporting or complaint mechanisms for students to report on agencies providing the relevant services currently? If yes, what was the total number of complaints received over the past 3 years?

Asked by: Hon CHAN Kin-por (LegCo internal reference no.: 30)

Reply:

Academic integrity is the cornerstone of academic standards of which the reputation and academic standing of universities are at stake. Academic integrity is of utmost importance to the 8 University Grants Committee (UGC)-funded universities, and they have zero tolerance for any acts and behaviours that are against academic integrity, such as plagiarism, cheating, impersonation or falsification. To this end, the 8 UGC-funded universities have adopted a three-pronged strategy, namely (1) enhancing the awareness of upholding academic integrity among academic staff and students on campus, (2) establishing mechanisms to monitor and detect any potential undermining of academic integrity, and (3) handling cases of suspected breach of academic integrity seriously. In order to maintain academic standards, all institutions have put in place stringent procedures and clear guidelines on academic integrity, including the relevant reporting mechanism. Having regard to the nature and circumstances of each case, the student(s) involved may be subject to disciplinary actions including suspension or even termination.

All institutions will handle complaints and reported cases in accordance with the aforesaid mechanism. The UGC does not participate in academic or disciplinary matters of individual universities, and does not keep the figures on the number of related complaints received by each institution.

- End -

CONTROLLING OFFICER'S REPLY

EDB224

(Question Serial No. 0811)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

It is announced in the Budget Speech that the Government will provide funding of \$68.1 billion to the University Grants Committee (UGC)-funded universities in the coming 3 years. In this connection, will the Government inform this Committee of the following:

- (1) a yearly breakdown of the amounts of funding provided by the Education Bureau to the 8 UGC-funded universities for their operations, and the annual funding for expenditure for each UGC-funded university, over the past 5 years (a specified timeframe is given to avoid setting an overly broad time span, which may result in substantial staff establishments reported); and
- (2) given that the Government will provide funding of \$68.1 billion to UGC-funded universities in the coming 3 years and the funding has already reflected a 2% reduction target each year, under this funding allocation framework of \$68.1 billion, what are the estimated amounts of funding each UGC-funded university will receive per year in the coming 3 years? To achieve the 2% reduction target each year, what are the specific implementation measures (such as the items of expenditure to be cut, ways to enhance resource allocation, etc.) for the 8 UGC-funded universities?

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

Reply:

(1)

The amounts of grants provided by the University Grants Committee (UGC) to the 8 UGC-funded universities under the General Revenue Account from the 2020-21 to 2024-25 financial years are as follows:

	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
City University of Hong Kong	2,707	2,685	2,620	2,659	2,755
Hong Kong Baptist University	1,330	1,302	1,339	1,423	1,499
Lingnan University	477	464	484	524	544
The Chinese University of Hong Kong	4,593	4,612	4,752	5,004	5,309
The Education University of Hong Kong	998	972	1,026	1,103	1,174
The Hong Kong Polytechnic University	3,447	3,421	3,519	3,607	3,770
The Hong Kong University of Science and Technology	2,590	2,590	2,617	2,758	2,912
The University of Hong Kong	4,911	4,974	5,088	5,402	5,670
Total*	21,053	21,020	21,446	22,480	23,633

* The sum of figures may differ slightly from the total due to rounding.

(2)

Regarding the recurrent funding at a total cost of \$68.1 billion in the 2025/26 to 2027/28 triennium, the amounts of funding to be allocated to the UGC-funded universities are as follows:

	Academic year (July to following June)			
	2025/26 (\$ million)	2026/27 (\$ million)	2027/28 (\$ million)	Total (\$ million)
Recurrent grants allocated in the form of a block grant #				
City University of Hong Kong	2,757.2	2,682.0	2,601.5	8,040.7
Hong Kong Baptist University	1,410.1	1,364.9	1,322.4	4,097.5
Lingnan University	541.7	531.1	513.1	1,585.9
The Chinese University of Hong Kong	4,996.7	4,931.1	4,832.4	14,760.2
The Education University of Hong Kong	1,117.8	1,094.9	1,059.0	3,271.6
The Hong Kong Polytechnic University	3,785.1	3,706.0	3,604.7	11,095.8
The Hong Kong University of Science and Technology	2,713.6	2,640.1	2,560.7	7,914.4
The University of Hong Kong	5,402.7	5,311.0	5,196.5	15,910.2
Sub-total of recurrent grants	22,724.9	22,261.2	21,690.2	66,676.4
Recurrent grants to be allocated in the 2025-28 triennium in the form of earmarked grants and funding ^				
	479.3	479.3	469.3	1,427.8
Total recurrent grants	23,204.2	22,740.5	22,159.5	68,104.1

Figures are indicative, which may increase or decrease slightly when actual competition results on the allocation of research postgraduate student places and Research Grants Council projects are available.

^ These include funding to be allocated for Areas of Excellence Scheme, Earmarked Research Grants, knowledge transfer and sharing, and other centrally held provisions.

* The above numbers may not add up due to rounding.

Under the existing mechanism, the UGC allocates recurrent grants to the 8 UGC-funded universities in the form of a block grant. Against the background of a 2% reduction on the recurrent funding each year, we encourage the 8 UGC-funded universities to utilise technology, streamline procedures and facilitate transformation without compromising the quality of teaching and research, in a bid to enhance operational efficiency and achieve the goal of saving resources. The universities will, having regard to their visions, missions and various considerations, decide on their own specific measures and arrangements to optimise resource allocation in view of the reduction on recurrent grants.

- End -

CONTROLLING OFFICER'S REPLY**EDB225****(Question Serial No. 0812)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

It was announced in the Budget that a new round of Research Matching Grant Scheme (RMGS) totalling \$1.5 billion would be launched to attract more organisations to support research endeavours of institutions. In this connection, will the Government advise the Committee of:

1. the annual expenditure of the first round of RMGS on providing support for the development of higher education in each of the past 5 years;
2. the planned annual expenditure for the new round of \$1.5-billion RMGS to be launched in the new financial year and the major objectives expected to achieve; and
3. whether the Government has evaluated the effectiveness of the first round of RMGS? If yes, what were the methods and indicators used for evaluation? Based on the evaluation results, what adjustments have been made to the expenditure estimate for the \$1.5-billion RMGS which would start in the new financial year? If not, what were the reasons for not conducting any evaluation?

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

1. The matching grants disbursed under the first round of RMGS in the past 5 years are set out as follows:

	Annual disbursement of matching grants
2020	\$811 million
2021	\$693 million
2022	\$588 million
2023	\$266 million
2024	\$88 million

2 and 3.

The first round of RMGS successfully attracted over \$5.7 billion of donations/ sponsorship from private corporations, charity foundations, trusts, non-governmental organisations, individual donors, etc. It has also achieved resounding success in fostering collaborative research and development. In addition to the publication of research journal articles, monographs, conference papers, universities and institutions have also established research centres through RMGS. There were also commercialised research outputs or patents filed in various fields, including machine learning, artificial intelligence, big data analytics, applied physics, clinical medicine, biomedical engineering, electronics, environmental engineering, digital humanities, etc. Some research have received awards and certification/ accreditation, and are widely recognised and highly regarded internationally.

Drawing reference from the operation of the first round of RMGS and its outcomes, the arrangements of the new round of RMGS will feature appropriate adjustments. An upper limit will suitably be applied to the total amount of government matching grants to be disbursed in each financial year. It is planned to disburse \$300 million of matching grants in 2025-26, and \$400 million of matching grants each for 2026-27, 2027-28 and 2028-29. In the light of the multiplier effect in the first round of RMGS, it is estimated that the new round of RMGS may attract about \$2.58 billion of donations/ sponsorship, which will enable the institutions to continue to diversify research funding sources. The relevant arrangements will be finalised and announced in consultation with universities/ institutions.

- End -

CONTROLLING OFFICER'S REPLY

EDB226

(Question Serial No. 1517)

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 announced in the Budget that the Government will provide funding of \$68.1 billion to the University Grants Committee (UGC)-funded universities in the coming 3 years (2025-28). This funding has reflected a 2% reduction target each year, which is in line with the magnitude of government's recurrent expenditure cut. Moreover, the UGC has indicated that in accordance with the "established mechanism", the recurrent subvention requirement of the UGC-funded sector in the next triennium amounts to \$70.9 billion (the recurrent funding as approved by the Government is \$68.1 billion). Regarding expenditures of universities, will the Government advise this Committee of:

- (1) the actual amount of government funding to the 8 funded universities (the 8 universities) and the 8 universities' actual expenditures on (i) teaching, (ii) research and (iii) professional activities respectively each year in the preceding triennium (2022-25), broken down by university;
- (2) the amount of government funding unspent by the 8 universities each year in the preceding triennium, broken down by university;
- (3) the factors for considerations under the existing "established mechanism"; and to dovetail with the strategic targets of developing Hong Kong into an international hub for post-secondary education and an international innovation and technology centre, will the Government consider, when adjusting funding amount to the universities, introducing factors such as non-local students intake and performance on knowledge transfer, so as to reinforce and boost universities' determination in developing the related areas; 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)

The recurrent grants provided by the University Grants Committee (UGC) to UGC-funded universities for the 2022-23 to 2024-25 financial years are set out in the table below:

	2022-23 Actual	2023-24 Actual	2024-25 Revised estimate
	\$m	\$m	\$m
City University of Hong Kong	2,620	2,659	2,755
Hong Kong Baptist University	1,339	1,423	1,499
Lingnan University	484	524	544
The Chinese University of Hong Kong	4,752	5,004	5,309
The Education University of Hong Kong	1,026	1,103	1,174
The Hong Kong Polytechnic University	3,519	3,607	3,770
The Hong Kong University of Science and Technology	2,617	2,758	2,912
The University of Hong Kong	5,088	5,402	5,670
Total (Note)	21,446	22,480	23,633

Note: Breakdown figures may not add up to the total owing to rounding.

Under the existing arrangement, the Government allocates recurrent grants to the 8 UGC-funded universities in the form of a block grant. The universities may, in accordance with the principle of institutional autonomy, flexibly deploy the block grant for teaching, research and other activities. As such, we do not have figures on the expenditures incurred by the universities.

(2)

The UGC-funded Reserve comprises the General and Development Reserve Fund (GDRF) and various matching grant schemes. The GDRF is a grant provided by the Government to serve as the buffer for variations in cashflow requirements of the UGC-funded universities. The balances as at the end of the 2022/23 and 2023/24 academic years are set out below. Information for the 2024/25 academic year is not yet available.

UGC-funded universities	UGC-funded Reserve ^(Note 1) (HK\$m)		
	GDRF	Matching Grants (including the Research Matching Grant)	Total (Note 2)
Balance at the end of 2022/23 academic year			
City University of Hong Kong	1,052	427	1,479
Hong Kong Baptist University	260	242	502
Lingnan University	277	102	379
The Chinese University of Hong Kong	2,506	2,047	4,553
The Education University of Hong Kong	606	124	731
The Hong Kong Polytechnic University	1,630	247	1,877

UGC-funded universities	UGC-funded Reserve ^(Note 1) (HK\$m)		
	GDRF	Matching Grants (including the Research Matching Grant)	Total (Note 2)
The Hong Kong University of Science and Technology	1,989	1,838	3,827
The University of Hong Kong	1,220	1,575	2,795
Total (Note 2)	9,541	6,602	16,143
Balance at the end of 2023/24 academic year			
City University of Hong Kong	1,063	433	1,496
Hong Kong Baptist University	395	215	610
Lingnan University	254	91	345
The Chinese University of Hong Kong	2,893	2,085	4,978
The Education University of Hong Kong	756	113	869
The Hong Kong Polytechnic University	1,173	250	1,423
The Hong Kong University of Science and Technology	2,297	1,803	4,100
The University of Hong Kong	2,285	1,541	3,826
Total (Note 2)	11,117	6,532	17,649

Note 1: Information sourced from financial reports of the UGC-funded universities. The financial information is at university level only (i.e. excluding subsidiaries).

Note 2: Breakdown figures may not add up to the actual totals owing to rounding.

(3)

According to established practice, the proposed Cash Limit for the UGC-funded sector is based on the funding level for the previous triennium, with adjustments made with reference to factors such as subsequent changes in necessary price and pay adjustments, student numbers, and tuition fee incomes. The UGC's funding recommendations are based upon its triennial planning exercise. Similar to the current triennium, the Government has set out strategic directions for the 2025-28 triennium to guide the UGC-funded universities to align with our nation's and Hong Kong's strategic development and policy priorities, including among others "developing Hong Kong into an international post-secondary education hub" and "strengthening basic research capability and maximising impact". The UGC-funded universities have responded to such directions positively. Besides, in evaluating the Planning Exercise Proposals for the 2025-28 triennium, the UGC has also set out 8 major assessment criteria, among which also include "knowledge sharing and wider engagement" and "developing Hong Kong into an international hub for post-secondary education through enhancing internationalisation and engagement with the Mainland." Incomes from knowledge transfer activities and non-local student enrolments are among the performance indicators taken into account in the assessment process. In other words, the vision, concrete plans and performance of individual universities in taking forward the relevant work will directly affect the number of student places and the amount of funding allocated. This will motivate the universities to strive for progress in relevant activity domain on one hand, and manifest accountability for the allocated funding on another.

- End -

CONTROLLING OFFICER'S REPLY

EDB227

(Question Serial No. 1518)

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:

In respect of “continue to work with the University Grants Committee (UGC)-funded universities to help ensure their continuing good financial governance and sound financial planning”, in particular the income condition of the universities, will the Government advise this Committee of:

1. the number of local student places, the local and the non-local student enrolment figures (and their percentages in local student places) for UGC-funded programmes offered by the 8 funded universities (the 8 universities), and the tuition fee income derived from non-local students, from the 2023/24 to 2024/25 academic years, by university, level of study and academic programme category;
2. the number of local students and non-local students (and their percentages in total number of students) of self-financing research postgraduate programmes and taught postgraduate programmes offered by the 8 universities, and the tuition fee income derived therefrom, from the 2023/24 to 2024/25 academic years, by university and academic programme category;
3. the annual income conditions of the 8 universities in the preceding triennium (2022-25) apart from government subventions (including but not limited to tuition fee and related income from self-financing undergraduate programmes, tuition fees and related income from self-financing research postgraduate programmes, tuition fees and related income from other programmes, interest and investment income, donations and benefactions, proceeds from knowledge transfer, and ancillary services and other incomes)?

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

Reply:

1. and 2.

The number of local student places as well as actual local and non-local student enrolment figures of University Grants Committee (UGC)-funded taught programmes by university,

level of study and academic programme category from the 2023/24 to 2024/25 academic years are set out at **Annex 1**.

Regarding tuition fees of non-local students, all non-local students of the UGC-funded taught programmes do not receive public funding support from the UGC. The UGC-funded universities should charge the tuition fees for non-local students 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 can 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 levels of tuition fees for non-local students of funded sub-degree programmes and undergraduate programmes for the 2023/24 and 2024/25 academic years are set out at **Annex 2**.

According to the information provided by the Education Bureau, the levels of tuition fees of self-financing taught postgraduate programmes offered by the UGC-funded universities from the 2023/24 to 2024/25 academic years are set out at **Annex 3**. The non-local student enrolment figures and their percentages in the 2023/24 academic year are set out at **Annex 4**, while the data for the 2024/25 academic year is unavailable.

The local and non-local student enrolment figures of self-financing research postgraduate programmes offered by the UGC-funded universities and their percentages by university and academic programme category from the 2023/24 to 2024/25 academic years are set out at **Annex 5**.

We do not maintain figures regarding the tuition fee incomes for non-local students enrolled in different programmes of the universities, whereas the tuition fee incomes of UGC-funded programmes and non-UGC-funded programmes of the universities are set out at **Annex 6**.

3.

According to the annual financial reports of the 8 UGC-funded universities, the total income by sources of income of the universities for the 2022/23 and 2023/24 academic years are set out at **Annex 6**. The relevant financial reports are also published on the websites of the universities. As the 2024/25 academic year has not concluded yet, information on the 2024/25 academic year is unavailable from the universities for the time being.

**Number of Local Student Places and Local/Non-local Student Enrolment for
UGC-funded Programmes by University,
Level of Study and Academic Programme Category
from the 2023/24 to 2024/25 Academic Years**

(Full-time equivalent)

University	Level of Study	Academic Programme Category	2023/24 Academic Year			2024/25 Academic Year (Provisional figures)				
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
CityU	SD	Engineering and Technology	-	5	-	Not Applicable	-	-	-	Not Applicable
		Architecture and Town Planning		1	-			-	-	
		Sub-total		6	-			-	-	
	Ug	Studies Allied to Medicine and Health		256	30			286	31	
		Biological Sciences		184	42			177	47	
		Physical Sciences		409	70			416	86	
		Mathematical Sciences		230	151			225	159	
		Computer Science and Information Technology		1 061	394			1 109	403	
		Engineering and Technology		1 376	352			1 439	383	
		Architecture and Town Planning		66	4			76	8	
		Business and Management Studies		3 490	547			3 622	562	
		Social Sciences		1 228	126			1 291	140	
		Law		173	42			205	58	
		Media, Journalism and Communications		287	72			290	66	
		Languages & Related Studies		548	15			546	15	
		Humanities		207	5			211	7	

University	Level of Study	Academic Programme Category	2023/24 Academic Year				2024/25 Academic Year (Provisional figures)			
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
Total		Arts, Design & Performing Arts	10 144	443	53	18.7%	10 141	442	61	20.0%
		Sub-total		9 957	1 901			10 334	2 027	
	TPg	Law	53	53	10	18.9%	53	53	-	-
		Sub-total		53	10			53	-	
				10 197	1 911			10 387	2 027	
HKBU	Ug	Studies Allied to Medicine and Health	6 228	264	29	15.1%	6 202	283	30	19.6%
		Biological Sciences		300	21			286	30	
		Physical Sciences		278	51			254	62	
		Mathematical Sciences		134	55			138	58	
		Computer Science and Information Technology		410	133			440	197	
		Engineering and Technology		3	1			4	1	
		Business and Management Studies		1 274	240			1 222	286	
		Social Sciences		906	141			885	173	
		Media, Journalism and Communications		493	125			510	190	
		Languages & Related Studies		441	23			429	27	
		Humanities		577	33			584	45	
		Arts, Design & Performing Arts		918	81			939	104	
		Education		382	11			316	15	
		Sub-total		6 381	943			6 289	1 218	
	TPg	Education	105	104	-	-	105	102	-	-
		Sub-total		104	-			102	-	
				6 333	943			6 391	1 218	
LU	Ug	Physical Sciences		10	6			9	6	
		Mathematical Sciences		20	4			22	4	
		Computer Science and Information Technology		61	11			67	13	

University	Level of Study	Academic Programme Category	2023/24 Academic Year				2024/25 Academic Year (Provisional figures)			
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
Total		Engineering and Technology	2 454	8	2	17.6%	2 444	13	4	22.8%
		Business and Management Studies		821	138			843	183	
		Social Sciences		648	106			647	136	
		Languages & Related Studies		517	88			511	110	
		Humanities		458	68			457	86	
		Arts, Design & Performing Arts		40	8			54	15	
				2 584	431			2 623	557	

University	Level of Study	Academic Programme Category	2023/24 Academic Year				2024/25 Academic Year (Provisional figures)			
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
CUHK	Ug	Medicine	14 796	1 664	21	15.8%	14 825	1 752	20	17.3%
		Studies Allied to Medicine and Health		1 867	36			1 891	46	
		Biological Sciences		831	85			841	114	
		Physical Sciences		743	65			749	88	
		Mathematical Sciences		858	288			889	303	
		Computer Science and Information Technology		485	210			506	209	
		Engineering and Technology		1 455	344			1 461	405	
		Architecture and Town Planning		238	34			231	37	
		Business and Management Studies		2 414	588			2 382	576	
		Social Sciences		1 774	379			1 751	416	
		Law		276	41			294	56	
		Media, Journalism and Communications		369	98			346	106	
		Languages & Related Studies		1 118	70			1 121	87	
		Humanities		564	63			585	70	
		Arts, Design & Performing Arts		310	11			308	12	
		Education		433	11			433	21	
		Sub-total		15 400	2 344			15 537	2 564	
	TPg	Studies Allied to Medicine and Health	641	78	-	-	690	73	-	0.1%
		Architecture and Town Planning		80	-			78	-	
		Law		35	-			35	1	
		Education		453	-			514	-	
		Sub-total		646	-			700	1	
Total			15 437	16 046	2 344	15.2%	15 515	16 237	2 565	16.5%
EdUHK	SD	Studies Allied to Medicine and Health		-	-			0	-	

University	Level of Study	Academic Programme Category	2023/24 Academic Year				2024/25 Academic Year (Provisional figures)			
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
		Biological Sciences	895	7	0	0.2%	895	9	-	-
		Physical Sciences		3	-			5	-	
		Mathematical Sciences		9	-			8	-	
		Computer Science and Information Technology		7	-			5	-	
		Engineering and Technology		-	-			1	-	
		Business and Management Studies		-	-			1	-	
		Social Sciences		13	-			19	-	
		Languages & Related Studies		41	-			98	-	
		Humanities		-	-			0	-	
		Arts, Design & Performing Arts		-	-			2	-	
		Education		836	1			740	-	
		Sub-total		916	2			888	-	
	Ug	Studies Allied to Medicine and Health		36	3			13	1	
		Biological Sciences		65	5			66	7	
		Physical Sciences		122	12			121	16	
		Mathematical Sciences		123	8			124	12	
		Computer Science and Information Technology		75	8			62	11	
		Engineering and Technology		100	9			121	27	
		Business and Management Studies		55	5			57	10	
		Social Sciences		507	69			530	94	
		Law		-	-			8	0	
		Languages & Related Studies		793	131			835	183	
		Humanities		87	16			92	21	
		Arts, Design & Performing Arts		476	21			433	24	
		Education		2 415	155			2 407	191	

University	Level of Study	Academic Programme Category	2023/24 Academic Year				2024/25 Academic Year (Provisional figures)			
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
Total	TPg	Sub-total	4 753	4 854	442	9.3%	4 737	4 870	599	12.6%
		Studies Allied to Medicine and Health		-	-			1	0	
		Biological Sciences		6	0			6	1	
		Physical Sciences		12	1			11	2	
		Mathematical Sciences		12	1			12	1	
		Computer Science and Information Technology		11	1			14	1	
		Engineering and Technology		13	1			12	2	
		Business and Management Studies		-	-			-	-	
		Social Sciences		35	2			32	4	
		Languages & Related Studies		52	3			59	8	
		Humanities		1	0			1	0	
		Arts, Design & Performing Arts		9	0			10	2	
		Education		218	14			238	28	
		Sub-total	358	370	23	6.3%	379	397	49	12.9%
			6 006	6 140	466	7.8%	6 011	6 155	648	10.8%
PolyU	SD	Physical Sciences		21	-	Not Applicable		-	-	Not Applicable
		Engineering and Technology		57	-			8	-	
		Architecture and Town Planning		7	-			-	-	
		Sub-total		-	85			8	-	
	Ug	Studies Allied to Medicine and Health		3 449	23			3 534	37	
		Biological Sciences		201	79			241	94	
		Physical Sciences		486	173			488	243	
		Mathematical Sciences		186	116			220	207	
		Computer Science and Information Technology		525	309			531	404	

University	Level of Study	Academic Programme Category	2023/24 Academic Year				2024/25 Academic Year (Provisional figures)			
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
Total		Engineering and Technology		3 718	1 011			3 699	1 379	
		Architecture and Town Planning		514	54			547	49	
		Business and Management Studies		2 473	945			2 396	1 083	
		Social Sciences		385	31			394	34	
		Languages & Related Studies		405	141			400	151	
		Humanities		78	8			106	17	
		Arts, Design & Performing Arts		910	55			949	88	
		Sub-total	13 194	13 330	2 945	22.3%	13 223	13 505	3 785	28.6%
			13 194	13 415	2 945	22.3%	13 223	13 513	3 785	28.6%
HKUST	Ug	Biological Sciences		536	95			488	96	
		Physical Sciences		741	132			734	148	
		Mathematical Sciences		610	232			642	247	
		Computer Science and Information Technology		443	198			462	213	
		Engineering and Technology		2 876	585			3 047	668	
		Business and Management Studies		2 630	588			2 721	647	
		Social Sciences		552	172			576	167	
		Humanities		98	13			101	15	
		Arts, Design & Performing Arts		13	8			13	7	
			8 514	8 498	2 022	23.7%	8 545	8 783	2 207	25.8%

University	Level of Study	Academic Programme Category	2023/24 Academic Year				2024/25 Academic Year (Provisional figures)			
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
HKU	Ug	Medicine	13 901	1 609	44	26.8%	13 964	1 677	52	30.1%
		Dentistry		482	4			501	-	
		Studies Allied to Medicine and Health		1 897	83			2 031	97	
		Biological Sciences		670	262			703	317	
		Physical Sciences		538	213			548	252	
		Mathematical Sciences		680	266			698	320	
		Computer Science and Information Technology		370	275			391	318	
		Engineering and Technology		1 689	596			1 643	756	
		Architecture and Town Planning		621	71			625	63	
		Business and Management Studies		1 210	773			1 254	801	
		Social Sciences		1 724	737			1 647	784	
		Law		649	107			669	113	
		Media, Journalism and Communications		81	38			82	46	
		Languages & Related Studies		1 069	139			1 000	152	
		Humanities		511	67			483	75	
		Arts, Design & Performing Arts		172	45			165	53	
		Education		426	7			424	5	
		Sub-total		14 398	3 728			14 540	4 204	
	TPg	Medicine	813	3	-	11.9%	838	3	-	10.1%
		Dentistry		40	-			30	-	
		Studies Allied to Medicine and Health		78	-			78	-	
		Architecture and Town Planning		129	78			180	52	
		Law		137	18			123	30	
		Education		336	1			364	3	
		Sub-total		723	97			778	85	

University	Level of Study	Academic Programme Category	2023/24 Academic Year				2024/25 Academic Year (Provisional figures)			
			Local Student Places	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 Local Student Places
				Local Students	Non-local Students			Local Students	Non-local Students	
Total			14 714	15 121	3 824	26.0%	14 802	15 318	4 289	29.0%

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
TPg	Taught Postgraduate		

Overview of Tuition Fees for Non-local Students of UGC-funded Sub-degree Programmes and Undergraduate Programmes for the 2023/24 and 2024/25 Academic Years

University	Tuition Fees for Non-local Students			
	Sub-degree Programmes		Undergraduate Programmes	
	2023/24 Academic Year (HK\$ per year)	2024/25 Academic Year (HK\$ per year)	2023/24 Academic Year (HK\$ per year)	2024/25 Academic Year (HK\$ per year)
CityU	Not applicable (N.A.)	N.A.	\$145,000	\$160,000
HKBU	N.A.	N.A.	\$145,000	\$160,000
LU	N.A.	N.A.	\$145,000	\$145,000
CUHK	N.A.	N.A.	\$145,000	\$145,000
EdUHK	\$70,000	\$70,000	\$140,000	\$145,000
PolyU	N.A.	N.A.	\$145,000	\$160,000
HKUST	N.A.	N.A.	\$155,000	\$170,000
HKU	N.A.	N.A.	\$182,000	\$182,000

Source: Information provided by the UGC-funded universities

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

**Tuition Fee Levels for Self-financing Taught Postgraduate Programmes
offered by UGC-funded Universities for the 2023/24 and 2024/25 Academic Years**

University	2023/24 Academic Year (HK\$ per year)	2024/25 Academic Year (HK\$ per year)
CityU	\$158,400-\$1,000,000	\$165,600-\$1,300,000
HKBU	\$100,000-\$315,000	\$103,950-\$788,000
LU	\$95,000-\$1,072,511	\$15,600-\$1,078,000
CUHK	\$83,200-\$1,650,000	\$85,000-\$1,800,000
EdUHK	\$120,000-\$421,200	\$120,000-\$421,200
PolyU	\$129,600-\$907,800	\$137,400-\$1,504,500
HKUST	\$65,000-\$1,800,000	\$75,000-\$1,800,000
HKU	\$28,000-\$1,639,500	\$28,000-\$1,650,000

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

Number of Local/Non-local Student Enrolment and the Proportion of Non-local Student Enrolment out of Total Student Enrolment for Self-financing Taught Postgraduate Programmes offered by UGC-funded University by University and Academic Programme Category in the 2023/24 Academic Year

University	Academic Programme Category	2023/24 Academic Year		
		Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment
		Local Students	Non-local Students	
CityU	Architecture and Town Planning	13	204	77.1%
	Arts, Design & Performing Arts	12	56	
	Biological Sciences	17	71	
	Business and Management Studies	335	1437	
	Computer Science and Information Technology	40	178	
	Engineering and Technology	129	792	
	Humanities	19	67	
	Languages & Related Studies	98	442	
	Law	250	580	
	Mathematical Sciences	9	134	
	Media, Journalism and Communications	31	165	
	Physical Sciences	15	85	
	Social Sciences	435	490	
	Studies Allied to Medicine and Health	6	36	
	Total	1 409	4 737	
HKBU	Arts, Design & Performing Arts	38	249	69.2%
	Business and Management Studies	249	569	
	Computer Science and Information Technology	85	280	
	Education	40	97	
	Engineering and Technology	9	69	
	Humanities	12	92	
	Languages & Related Studies	61	185	
	Mathematical Sciences	3	84	
	Media, Journalism and Communications	37	309	
	Physical Sciences	100	87	
	Social Sciences	276	291	
	Studies Allied to Medicine and Health	217	224	
	Total	1 127	2 536	
LU	Arts, Design & Performing Arts	12	29	93.9%
	Business and Management Studies	23	900	
	Computer Science and Information Technology	3	61	
	Education	-	83	
	Humanities	7	77	
	Languages & Related Studies	5	79	
	Media, Journalism and Communications	4	51	
	Social Sciences	64	567	
	Studies Allied to Medicine and Health	14	194	
	Total	132	2 041	
CUHK	Architecture and Town Planning	12	44	46.2%
	Arts, Design & Performing Arts	155	1	
	Biological Sciences	55	83	

University	Academic Programme Category	2023/24 Academic Year		
		Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment
		Local Students	Non-local Students	
	Business and Management Studies	312	1 412	
	Computer Science and Information Technology	129	200	
	Education	538	225	
	Engineering and Technology	100	497	
	Humanities	395	349	
	Languages & Related Studies	353	320	
	Law	415	521	
	Mathematical Sciences	235	107	
	Media, Journalism and Communications	80	186	
	Physical Sciences	40	112	
	Social Sciences	689	520	
	Studies Allied to Medicine and Health	1960	125	
	Total	5 468	4 702	
EdUHK	Education	578	1 787	76.0%
	Social Sciences	34	149	
	Total	612	1 936	
PolyU	Architecture and Town Planning	196	78	54.8%
	Arts, Design & Performing Arts	22	88	
	Biological Sciences	20	125	
	Business and Management Studies	943	2 047	
	Computer Science and Information Technology	174	427	
	Education	36	7	
	Engineering and Technology	814	758	
	Humanities	4	89	
	Languages & Related Studies	88	524	
	Law	68	6	
	Mathematical Sciences	10	320	
	Media, Journalism and Communications	19	67	
	Physical Sciences	71	135	
	Social Sciences	467	211	
	Studies Allied to Medicine and Health	1 222	158	
	Total	4 154	5 040	
HKUST	Biological Sciences	43	132	73.3%
	Business and Management Studies	498	1 396	
	Computer Science and Information Technology	68	240	
	Education	8	76	
	Engineering and Technology	412	624	
	Languages & Related Studies	1	62	
	Mathematical Sciences	25	168	
	Physical Sciences	72	141	
	Social Sciences	13	284	
	Total	1 140	3 123	
HKU	Architecture and Town Planning	290	304	60.4%
	Arts, Design & Performing Arts	16	45	
	Biological Sciences	20	164	
	Business and Management Studies	497	3 193	
	Computer Science and Information Technology	426	631	
	Dentistry	27	25	
	Education	309	370	
	Engineering and Technology	815	1 023	

University	Academic Programme Category	2023/24 Academic Year		
		Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment
		Local Students	Non-local Students	
Total	Humanities	249	482	
	Languages & Related Studies	202	592	
	Law	610	432	
	Mathematical Sciences	198	412	
	Media, Journalism and Communications	15	73	
	Physical Sciences	136	50	
	Social Sciences	1 106	753	
	Studies Allied to Medicine and Health	826	208	
		5 742	8 757	

Notes:

1. '-' denotes nil.
2. Place of origin of non-local students is determined having regard to their nationality / place of residence.
3. 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

**Number of Local/Non-local Student Enrolment and the Proportion of Non-local Student Enrolment out of Total Student Enrolment
for Self-financing Research Postgraduate Programmes offered by UGC-funded University
by University and Academic Programme Category
from 2023/24 to 2024/25 Academic Years**

University	Academic Programme Category	2023/24 Academic Year			2024/25 Academic Year (Provisional figures)		
		Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment
		Local Students	Non-local Students		Local Students	Non-local Students	
CityU	Medicine	5	51	92.5%	7	54	93.1%
	Studies Allied to Medicine and Health	5	41		6	43	
	Biological Sciences	6	67		8	70	
	Physical Sciences	20	249		23	232	
	Mathematical Sciences	1	62		3	74	
	Computer Science and Information Technology	14	316		14	326	
	Engineering and Technology	42	742		40	745	
	Architecture and Town Planning	0	18		0	18	
	Business and Management Studies	16	243		12	290	
	Social Sciences	18	67		13	61	
	Law	6	20		6	24	
	Media, Journalism and Communications	3	28		2	32	
	Languages & Related Studies	9	63		8	56	
	Humanities	7	10		5	11	
	Arts, Design & Performing Arts	10	29		8	33	
	Total	163	2 006		154	2 070	
HKBU	Medicine	3	8	82.8%	12	58	83.2%
	Studies Allied to Medicine and Health	11	33		2	13	
	Biological Sciences	6	34		2	15	
	Physical Sciences	9	64		17	65	
	Mathematical Sciences	3	10		3	12	
	Computer Science and Information Technology	1	35		2	37	
	Engineering and Technology	0	1		0	2	

University	Academic Programme Category	2023/24 Academic Year			2024/25 Academic Year (Provisional figures)		
		Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment
		Local Students	Non-local Students		Local Students	Non-local Students	
Total	Architecture and Town Planning	0	1		0	3	
	Business and Management Studies	-	16		-	22	
	Social Sciences	10	40		9	50	
	Media, Journalism and Communications	3	29		2	31	
	Languages & Related Studies	11	25		11	29	
	Humanities	8	25		6	25	
	Arts, Design & Performing Arts	5	6		7	5	
	Education	-	5		1	10	
		69	332		76	376	
LU	Physical Sciences	4	1	71.5%	4	1	75.8%
	Computer Science and Information Technology	-	-		-	3	
	Business and Management Studies	1	10		1	10	
	Social Sciences	2	25		3	32	
	Languages & Related Studies	-	1		-	1	
	Humanities	8	1		7	1	
Total		15	38		15	47	
CUHK	Medicine	59	89	72.1%	74	102	71.6%
	Studies Allied to Medicine and Health	27	7		26	12	
	Biological Sciences	25	37		31	31	
	Physical Sciences	22	41		22	44	
	Mathematical Sciences	6	10		6	24	
	Computer Science and Information Technology	3	141		9	127	
	Engineering and Technology	22	202		27	227	
	Architecture and Town Planning	4	17		3	14	
	Business and Management Studies	2	19		2	19	
	Social Sciences	28	69		36	88	
	Law	4	6		3	8	
	Media, Journalism and Communications	4	10		4	6	
	Languages & Related Studies	32	26		28	41	
	Humanities	34	40		37	37	
	Arts, Design & Performing Arts	8	8		7	5	

University	Academic Programme Category	2023/24 Academic Year			2024/25 Academic Year (Provisional figures)			
		Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	
		Local Students	Non-local Students		Local Students	Non-local Students		
Total	Education	3	10		3	14		
		283	732		317	798		
EdUHK	Education	5	18	77.8%	8	20	71.4%	
Total		5	18		8	20		
PolyU	Medicine	1	6	84.0%	2	4	85.7%	
	Studies Allied to Medicine and Health	23	70		34	95		
	Biological Sciences	25	51		37	66		
	Physical Sciences	17	104		21	148		
	Mathematical Sciences	2	43		0	58		
	Computer Science and Information Technology	7	162		9	216		
	Engineering and Technology	161	661		168	868		
	Architecture and Town Planning	8	64		10	94		
	Business and Management Studies	2	100		5	127		
	Social Sciences	8	34		8	57		
	Languages & Related Studies	5	45		8	53		
	Humanities	0	10		1	10		
	Arts, Design & Performing Arts	8	54		10	73		
	Total		268		1 404	312		1 869
	HKUST	Studies Allied to Medicine and Health	-		2	85.8%		-
Biological Sciences		35	109	33	128			
Physical Sciences		20	154	29	136			
Mathematical Sciences		13	91	13	81			
Computer Science and Information Technology		19	181	20	172			
Engineering and Technology		101	628	97	640			
Architecture and Town Planning		-	2	-	1			
Business and Management Studies		6	54	6	43			
Social Sciences		12	45	11	37			
Humanities		5	9	4	8			
Arts, Design & Performing Arts		0	10	0	10			
Total			212	1 284	215		1 258	

University	Academic Programme Category	2023/24 Academic Year			2024/25 Academic Year (Provisional figures)		
		Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment	Student Enrolment		Proportion of Non-local Student Enrolment out of Total Student Enrolment
		Local Students	Non-local Students		Local Students	Non-local Students	
HKU	Medicine	89	144	67.7%	90	153	71.6%
	Dentistry	16	13		14	12	
	Studies Allied to Medicine and Health	18	20		17	23	
	Biological Sciences	14	24		14	27	
	Physical Sciences	19	80		21	98	
	Mathematical Sciences	3	10		4	13	
	Computer Science and Information Technology	14	59		12	56	
	Engineering and Technology	34	166		35	209	
	Architecture and Town Planning	15	36		14	42	
	Business and Management Studies	3	23		2	23	
	Social Sciences	35	41		26	51	
	Law	10	15		10	12	
	Languages & Related Studies	31	16		23	18	
	Humanities	5	7		7	10	
	Arts, Design & Performing Arts	6	3		4	3	
	Education	20	39		18	40	
Total		333	697		313	789	

Notes:

1. '-' denotes nil.
2. '0' denotes less than 0.5.
3. If research postgraduate students are financed by the UGC-funded universities using both UGC and external funds, they will be counted towards different funding sources on a pro-rata basis. Therefore, figures may not add up to the corresponding totals due to rounding.
4. Since some UGC-funded programmes are mapped to more than one APC, students of these programmes are counted across the APCs concerned on a pro-rata basis. Thus, the student enrolment of some APCs are decimal figures which are rounded to the nearest whole number. As such, the figures may not add up to the actual totals.
5. Place of origin of non-local students is determined having regard to their nationality / place of residence.
6. Abbreviations:

CityU City University of Hong Kong

LU Lingnan University

EdUHK The Education University of Hong Kong

HKUST The Hong Kong University of Science and Technology

HKBU Hong Kong Baptist University

CUHK The Chinese University of Hong Kong

PolyU The Hong Kong Polytechnic University

HKU The University of Hong Kong

**Total Income of UGC-funded Universities by Sources of Income
for the 2022/23 and 2023/24 Academic Years**

Sources of Income (at university level (i.e. excluding subsidiaries))	University																UGC Sector	
	CityU		HKBU		LU		CUHK		EdUHK		PolyU		HKUST		HKU			
	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)
2022/23 Academic Year																		
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 Incomes																		
Tuition and other fees	826	14.4%	424	10.6%	161	12.1%	1,097	9.8%	301	13.8%	996	12.7%	734	11.4%	1,341	10.3%	5,880	11.4%
- UGC-funded programmes	1,256	22.0%	1,059	26.5%	437	32.7%	1,538	13.7%	272	12.5%	1,212	15.5%	859	13.3%	2,389	18.4%	9,023	17.5%
- Non-UGC-funded programmes																		
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%
2023/24 Academic Year																		
Government Subventions																		
Subventions from UGC ^(Note 1)	3,121	47.5%	1,790	40.4%	601	37.8%	5,788	44.0%	1,307	53.5%	4,163	47.7%	3,366	46.2%	6,258	40.5%	26,394	44.2%
Subventions from government agencies ^(Note 2)	394	6.0%	126	2.9%	18	1.1%	646	4.9%	97	4.0%	575	6.6%	474	6.5%	698	4.5%	3,028	5.1%
Sub-total*	3,515	53.5%	1,916	43.2%	619	38.9%	6,434	48.9%	1,403	57.5%	4,738	54.3%	3,840	52.7%	6,956	45.0%	29,422	49.3%
Tuition Fee and Other Incomes																		

Sources of Income (at university level (i.e. excluding subsidiaries))	University																UGC Sector	
	CityU		HKBU		LU		CUHK		EdUHK		PolyU		HKUST		HKU			
	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)	(HK\$m)	% (As a % of total income)
Tuition and other fees																		
- UGC-funded programmes	826	12.6%	448	10.1%	178	11.2%	1,163	8.8%	318	13.0%	1,055	12.1%	771	10.6%	1,406	9.1%	6,165	10.3%
- Non-UGC-funded programmes	1,370	20.8%	1,111	25.1%	575	36.2%	1,765	13.4%	337	13.8%	1,461	16.7%	943	12.9%	3,020	19.5%	10,582	17.7%
Interest and investment income	422	6.4%	544	12.3%	121	7.6%	1,953	14.8%	148	6.1%	579	6.6%	1,084	14.9%	1,577	10.2%	6,427	10.8%
Donations and benefactions	106	1.6%	145	3.3%	42	2.6%	661	5.0%	148	6.1%	271	3.1%	163	2.2%	910	5.9%	2,446	4.1%
Ancillary services and other incomes	333	5.1%	267	6.0%	56	3.5%	1,186	9.0%	85	3.5%	628	7.2%	485	6.7%	1,595	10.3%	4,636	7.8%
Total income*	6,572	100.0%	4,432	100.0%	1,590	100.0%	13,161	100.0%	2,441	100.0%	8,732	100.0%	7,286	100.0%	15,464	100.0%	59,679	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 specific purposes, Matching Grants and Research 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB228

(Question Serial No. 1519)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The University Grants Committee (UGC) is tasked with “disbursing approved grants to the University Grants Committee (UGC)-funded universities and monitoring their financial activities”. In addition, the UGC mentioned that the UGC-funded universities will return \$4 billion from their balances of the General and Development Reserve Fund (GDRF) to the Government on a one-off basis in the 2025-26 financial year. Regarding university reserves, will the Government advise this Committee of:

- (1) details about the operation of the GDRF (including its funding arrangements, mode of management and surplus for each year in the preceding triennium (2022-25)), and the respective amounts to be returned by each of the 8 universities;
- (2) the amounts transferred by the 8 universities to the GDRF each year in the preceding triennium (2022-25), and their percentages in the subventions allocated by the UGC;
- (3) the respective surplus (or deficit) and total reserves (including UGC-funded reserves and non-UGC-funded reserves) of the 8 universities in the preceding triennium (2022-25)?

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

Reply:

(1)

To encourage University Grants Committee (UGC)-funded universities to engage in longer-term planning and prudent financial management, as well as save up for future and new development needs, the universities are allowed to transfer the surplus UGC recurrent grants to a General and Development Reserve Fund (GDRF) in order to carry over unspent funds from one funding period (usually a triennium) to the next. At the end of the triennium, if the balance of the GDRF exceeds 20% of the university's approved recurrent grants in that triennium, the university is required to return such balance in excess of that level to the Government.

According to the annual financial reports of the eight UGC-funded universities, the balances of the GDRF of the respective university in the 2022/23 and 2023/24 academic years are set out at **Annex 1**. As the 2024/25 academic year has not concluded yet, information on the 2024/25 academic year is not available from the universities for the time being.

The amounts of balances of the GDRF required to be returned to the Government by the 8 UGC-funded universities are set out below:

University	Amount to be returned to the Government in 2025-26 (\$ million)
City University of Hong Kong	382.4
Hong Kong Baptist University	142.2
Lingnan University	91.4
The Chinese University of Hong Kong	1,041.0
The Education University of Hong Kong	272.1
The Hong Kong Polytechnic University	422.1
The Hong Kong University of Science and Technology	826.6
The University of Hong Kong	822.2
Total	4,000.0

(2)

According to the annual financial reports of the eight UGC-funded universities, the amount transferred to the balance of the GDRF each year includes the surplus/(deficit) for that year transferred from the statement of income (including but not limited to the surplus/(deficit) of the recurrent grants) and inter-fund transfers. The amounts transferred by the universities to the GDRF in the 2022/23 and 2023/24 academic years, and their percentages of the block grants and supplementary grants for those years are set out at **Annex 1**. As the 2024/25 academic year has not concluded yet, information on the 2024/25 academic year is not available from the universities for the time being.

(3)

According to the annual financial reports of the eight UGC-funded universities, the surplus/(deficit) (covering UGC-funded activities and non-UGC-funded activities) and the total reserves of each university for the 2022/23 and 2023/24 academic years are set out at **Annex 2**. The relevant financial reports are also published on the websites of the universities. As the 2024/25 academic year has not concluded yet, information on the 2024/25 academic year is not available from the universities for the time being.

**Balances of the GDRF of the UGC-funded Universities
for the 2022/23 and 2023/24 Academic Years** ^(Note)

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
GDRF (HK\$ million)								
Balance as at the end of 2021/22 academic year	1,294	265	221	2,280	537	1,682	1,623	749
Transfer of (deficit)/surplus for the year (to)/from the statement of income and inter-fund transfers in the 2022/23 academic year	(242)	(5)	56	226	69	(52)	366	471
<i>As a percentage of the block grants and the supplementary grants for that year</i>	-9.7%	-0.4%	11.5%	4.9%	7.0%	-1.6%	15.1%	10.1%
Balance as at the end of 2022/23 academic year*	1,052	260	277	2,506	606	1,630	1,989	1,220
Transfer of (deficit)/surplus for the year (to)/from the statement of income and inter-fund transfers in the 2023/24 academic year	10	135	(23)	387	150	(457)	308	1,065
<i>As a percentage of the block grants and the supplementary grants for that year</i>	0.4%	9.3%	-4.6%	8.0%	13.8%	-13.3%	12.0%	22.6%
Balance as at the end of 2023/24 academic year*	1,063	395	254	2,893	756	1,173	2,297	2,285

Source: Financial reports of UGC-funded universities

* The sum of figures may not add up to the total due to rounding.

Note: The financial information contained in this Annex only covers those activities at university level (i.e. excluding subsidiaries).

**Surplus/(Deficit) and Total Reserves of the UGC-funded Universities
for the 2022/23 and 2023/24 Academic Years ^(Note 1)**

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
Surplus/(deficit) for the year (\$ million)								
2022/23 academic year	(345)	511	197	1,841	172	934	1,141	1,935
2023/24 academic year	175	661	247	2,934	309	524	1,196	3,788
Total reserves (HK\$ million)								
2022/23 academic year (Balance as at 30 June 2023)								
UGC-funded reserves								
GDRF	1,052	260	277	2,506	606	1,630	1,989	1,220
Matching Grants (including Research Matching Grants)	427	242	102	2,047	124	247	1,838	1,575
Sub-total*	1,479	502	379	4,553	731	1,877	3,827	2,795
Non-UGC-funded reserves ^(Note 2)	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
2023/24 academic year (Balance as at 30 June 2024)								
UGC-funded reserves								
GDRF	1,063	395	254	2,893	756	1,173	2,297	2,285
Matching Grants (including Research Matching Grants)	433	215	91	2,085	113	250	1,803	1,541
Sub-total*	1,496	610	345	4,978	869	1,423	4,100	3,826
Non-UGC-funded reserves ^(Note 2)	9,582	9,429	2,989	30,523	2,897	12,745	15,830	37,668

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
Total*	11,078	10,039	3,334	35,502	3,767	14,168	19,930	41,495

Source: Financial reports of UGC-funded universities

** The sum of figures may not add up to 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. Non-UGC-funded reserves include self-financed reserves, donations and benefactions, research reserves, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB229

(Question Serial No. 1520)

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 efforts to support Hong Kong's development into an international hub for post-secondary education and to create the "Study in Hong Kong" brand, for example, participating in international education conferences and exhibitions hosted overseas and in the Mainland, encouraging local institutions' collaboration and exchange with counterparts overseas and in the Mainland as well as organising promotional activities, will the Government advise this Committee of the following:

1. What are the respective manpower and administrative expenditures allocated by the Government and the 8 funded universities (the 8 universities) in the preceding triennium (2022-25);
2. What is the planning exercise of the Government and the 8 universities in this respect for the next triennium (2025-28) and the estimated manpower and administrative expenditure to be incurred respectively;
3. Government funding to the 8 universities will be reduced in the next triennium, while the 8 universities will return \$4 billion from their balances of the General and Development Reserve Fund to the Government. Together with the savings of \$1.2 billion following the adjustment in tuition fee level in the next triennium, the University Grants Committee (UGC) expected that such measures are to yield benefits of \$8 billion to the public coffer. Will the Government and the UGC consider re-investing such amount in the post-secondary education sector, for example, by setting up a "Study in Hong Kong" Fund to institutionalise, regularise and popularise various promotional initiatives, so as to expand the capacity and enhance the standards of post-secondary institutions including the 8 universities; if yes, what are the details; if not, what are the reasons?

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

Reply:

Hong Kong possesses sound education infrastructure and our overall competitiveness in education ranks top five in the world, with five of the University Grants Committee (UGC)-funded universities are ranked among the world's top 100, pooling outstanding research talents and making Hong Kong an international hub for exchange and collaboration among high-calibre talents. Our strategy to develop Hong Kong into an international post-secondary education hub is to leverage Hong Kong's distinctive advantages of enjoying strong support from the Motherland and connecting with the world. We establish strategic partnerships with academic institutions around the world and promote the "Study in Hong Kong" brand to attract more quality non-local students to pursue their studies in Hong Kong, so as to further the internationalisation and diversification of Hong Kong's post-secondary education sector and support the expansion and quality enhancement of institutions. Furthermore, we seek to attract more overseas students, especially those from Association of Southeast Asian Nations (ASEAN) and other Belt and Road countries, to study in our city through the provision of scholarships and other incentives.

To support universities in further promoting Hong Kong's higher education to the world, the UGC has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities. These include setting up jointly a "Study in Hong Kong" Pavilion in international expositions such as the annual conference and exhibition of the NAFSA: Association of International Educators, the annual conference of the European Association for International Education (EAIE), as well as the annual conference of the Asia-Pacific Association for International Education (APAIE), so as to strengthen connections with the higher education sector in different places, promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners, as well as visit different places to recruit overseas students.

Hong Kong has planned to participate in a number of events in 2025, which include:

- (a) the annual conference and exhibition of the APAIE held in Delhi, India, in March 2025;
- (b) the annual conference and exhibition of the NAFSA: Association of International Educators to be held in San Diego, the United States, in May 2025; and
- (c) the annual conference of the EAIE to be held in Gothenburg, Sweden, in September 2025.

In addition, Hong Kong has successfully bid to host the 2026 APAIE Conference and Exhibition. The APAIE Conference and Exhibition is one of the major events in the global higher education sector, which brings together leaders and representatives of the higher education sector from around the world. Hosting the APAIE Conference and Exhibition will not only promote the "Study in Hong Kong" brand and showcase the outstanding achievements of Hong Kong's higher education to the world, thereby elevating the international status of universities in Hong Kong but also further deepen collaboration and exchanges between local post-secondary institutions and their counterparts around the world, thus promoting the development of Hong Kong into an international hub for post-secondary education.

Looking ahead, the UGC will continue to support universities in promoting the “Study in Hong Kong” brand and the efforts to develop Hong Kong into an international hub for post-secondary education. We will also consider funding allocation for the HUCOMSCI for the 2025-28 triennium in a timely manner. The manpower and administrative expenditures involved in the relevant promotion are subsumed under the recurrent expenditure and have not been itemised.

Over the past years, the Government has allocated abundant resources to propel the vibrant development of our higher education sector, and has garnered international reputation that Hong Kong has always taken pride in. The Government will take timely and appropriate actions to promote the effective and more targeted use of resources in the universities on key policy areas, so as to ensure that our valuable public resources will be deployed effectively in advancing excellence in teaching and research, thereby contributing towards developing Hong Kong into an international hub for post-secondary education and building our nation into a leading education powerhouse.

- End -

CONTROLLING OFFICER'S REPLY

EDB230

(Question Serial No. 1521)

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 Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) to be launched in the 2025/26 academic year and the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS) currently implemented in the 8 funded universities (the 8 universities), will the Government advise this Committee of the following:

- (1) What are the number of fellowship awardees and the amount of fellowship awarded in the 2024/25 academic year under the TPgFS by university and programme;
- (2) According to the University Grants Committee (UGC), the FTSS applies to taught postgraduate programmes offered by UGC-funded universities. What are the (i) universities, (ii) programmes to be covered and (iii) the number of places awarded to each programme, and what are the factors for considerations for (i) to (iii);
- (3) “Head 156 – Government Secretariat: Education Bureau” (page 387) of the Estimates of Expenditure has otherwise stated that the FTSS is launched for local students pursuing designated taught postgraduate programmes offered by self-financing universities (including universities of applied sciences), has the UGC discussed and communicated with the Education Bureau as to whether the FTSS is to cover funded universities, self-financing universities or both;
- (4) Further to the UGC’s response to a Member’s written question last year, stating that the non-recurrent grant balance of the TPgFS as at the end of March 2024 is about \$151 million, what is the current non-recurrent grant balance of the TPgFS and will the balance be transferred to the FTSS; and is there an estimation on the expenditure to be incurred in awarding scholarship next year?

Asked by: Hon CHOW Man-kong (LegCo internal reference no.: 5)

Reply:

(1)

Under the Targeted Taught Postgraduate Programmes Fellowships Scheme (TPgFS), the fellowship is subject to a cap of \$120,000 per student (for the whole taught postgraduate programme, regardless of study period), and the tuition fees payable by fellowship awardees shall not be lower than \$42,100. According to the information provided by the universities, in the 2024/25 academic year (i.e. the fifth cohort of the TPgFS), a total of 959 local students were awarded with fellowships of about \$108 million. The number of fellowship awardees in this cohort of the TPgFS by university and programme as set out at **Annex**.

(2) and (3)

The Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) aims to attract more local students to pursue advanced studies in priority areas conducive to the development of Hong Kong and expand the pool of high-calibre talents for various domains, while further promoting Hong Kong's development into an international hub for post-secondary education. The University Grants Committee (UGC) has been maintaining close communication with the Education Bureau to formulate the detailed arrangements of the FTSS, which will offer scholarships each year to up to 1 200 local students enrolling in designated taught postgraduate programmes at the 8 UGC-funded universities or self-financing universities (including universities of applied sciences). The first cohort of the FTSS, with a full-year provision of \$120 million, is expected to benefit about 1 000 UGC-funded university students and 200 self-financing university students. No additional staff establishment will be involved.

The FTSS will focus on high quality programmes dovetailing with Hong Kong's positioning as the "eight centres", especially those on innovation and technology, culture and arts, as well as other key areas such as law and intellectual property trading. FTSS will, on the one hand, nurture high-calibre local talents required for Hong Kong's future development, and on the other hand, encourage universities to offer more relevant advanced study programmes. Eligible programmes included in the FTSS should be related to one or more of the following eight "priority areas" conducive to the development of Hong Kong:

- (i) "STEM" (Science, Technology, Engineering, and Mathematics);
- (ii) Digital transformation and innovation;
- (iii) Hong Kong as an international trading and financial centre;
- (iv) Law, dispute resolution, and intellectual property trading;
- (v) East-meets-West cultural exchanges and humanities;
- (vi) Creative industries;
- (vii) Healthy living and caring community; and
- (viii) Sustainable city and regional development.

When considering whether to include a programme in the FTSS, the Government and the UGC will take into account the relevance of the programmes to the above eight "priority areas", market needs and demands, long-term sustainability, alignment of the programmes with the strengths and vision of the universities, as well as factors such as uniqueness and interdisciplinary collaboration. It is expected that the list of eligible programmes under the first cohort of the scheme will be announced in mid-2025.

(4)

As of the end of September 2024, the non-recurrent grant balance of the TPgFS is about \$30.76 million. This non-recurrent expenditure item will end after the completion of the scheme. Any unspent fund will be brought back to the Government's account after the end of the fellowship scheme.

**Number of fellowship awardees of the TPgFS
by university and programme, fifth cohort (2024/25 intake)**

University	Programme	Number of awardees
City University of Hong Kong	Master of Arts in Communication and New Media	3
	Master of Arts in Creative Media	6
	Master of Arts in Language Studies	5
	Master of Arts in Public Policy and Management (Smart Cities stream)	4
	Master of Fine Arts in Creative Media	4
	Master of Laws in Arbitration and Dispute Resolution	11
	Master of Science in Biomedical Engineering	3
	Master of Science in Computer Science	4
	Master of Science in Data Science	6
	Master of Science in Electronic Information Engineering	6
	Master of Science in Energy and Environment	5
	Master of Science in Engineering Management	4
	Master of Science in Finance	3
	Master of Science in Health Sciences and Management	2
	Master of Science in Materials Engineering and Nanotechnology	3
	Master of Science in Professional Accounting and Corporate Governance	9
	Master of Public Health	3
	Master of Science in Biostatistics	1
	Master of Science in Business Information Systems	3
	Master of Social Sciences in Psychology	5
	Master of Laws (Corporate and Financial Law stream & Intellectual Property and Technology Law stream)	2
Hong Kong Baptist University	Master of Arts in Music	9
	Master of Arts in Translation and Bilingual Communication	3
	Master of Arts in Visual Arts	1
	Master of Fine Arts in Film, Television and Digital Media	2
	Master of Science in Data Analytics and Artificial Intelligence	14
	Master of Science in AI and Digital Media	5
	Master of Science in Analytical Chemistry	13

University	Programme	Number of awardees
	Master of Science in Environmental and Public Health Management	6
	Master of Science in Finance (Fintech and Financial Analytics)	9
	Master of Science in Green Technology (Energy)	4
	Master of Science in Personal Health Management (Chinese Medicine)	6
	Master of Social Sciences in Counselling	19
	Master of Social Sciences in Sport and Leisure Management	3
	Master of Public Administration	3
	Master of Arts in Producing for Film, Television and New Media	1
	Master of Science in Marketing for the Creative Economy	3
	Master of Chinese Medicine	9
Lingnan University	Master of Arts in Chinese	4
	Master of Arts in Curating and Art History	7
	Master of Arts in Creative and Media Industries	2
The Chinese University of Hong Kong	Master of Arts in Music	15
	Master of Laws in International Economic Law	10
	Master of Public Health	28
	Master of Science in Computer Science	9
	Master of Science in Finance	15
	Master of Science in Information and Technology Management	19
	Master of Science in Mathematics	4
	Master of Science in Mathematics Education	10
	Master of Science in Musculoskeletal Medicine, Rehabilitation and Geriatric Orthopaedics	7
	Master of Science in Nutrition, Food Science and Technology	5
	Master of Science in Stroke and Clinical Neurosciences	30
	Master of Science in Financial Technology	9
	Master of Nursing	30
	Master of Social Science in Sustainable Tourism	2
	Master of Arts in Cultural Management	14
	Master of Science in Actuarial Science and Insurance Analytics	2
The Education University of Hong Kong	Master of Arts in Mathematics and Pedagogy	6
	Master of Arts in Music Education	4
	Master of Arts in STEM Education	10
	Master of Arts in Visual Arts Education and Creative Practice	3
	Master of Education	15

University	Programme	Number of awardees
	Master of Science in Educational Speech-Language Pathology and Learning Disabilities	4
	Master of Social Sciences in Sports Coaching and Management	6
	Master of Science in Artificial Intelligence and Educational Technology	3
	Master of Arts in Teaching Chinese as an International Language	3
The Hong Kong Polytechnic University	Master of Design	9
	Master of Social Work	7
	MSc in Building Services Engineering	25
	MSc in Business Analytics	12
	MSc in Electrical Engineering	12
	MSc in Global Food Safety Management and Risk Analysis	3
	MSc in Health Informatics	8
	MSc in Information Technology	16
	MSc in International Hospitality Management	7
	MSc in International Shipping and Transport Logistics	6
	MSc in Mechanical Engineering	25
	MSc in Medical Imaging and Radiation Science	9
	MSc in Medical Physics	5
	MSc in Nutrition and Healthy Ageing / MSc in Nutrition and Healthy Ageing (Nutrition in Practice)	4
	MA in Global Fashion Management	4
	MSc in Biomedical Engineering	3
	Master of Science in Innovative Multimedia Entertainment	5
The Hong Kong University of Science and Technology	Master of Public Policy	3
	MSc in Analytical Chemistry	3
	MSc in Big Data Technology	12
	MSc in Biotechnology	8
	MSc in Civil Infrastructural Engineering and Management	16
	MSc in Data-Driven Modeling	1
	MSc in Environmental Engineering and Management	4
	MSc in Environmental Health and Safety	4
	MSc in Environmental Science and Management	8
	MSc in Finance	4
	MSc in Financial Mathematics	7
	MSc in Financial Technology	4
	MSc in Information Systems Management	16

University	Programme	Number of awardees
	MSc in Business Analytics	6
	MSc in Accounting	3
	MSc in Intelligent Building Technology and Management	3
The University of Hong Kong	Master of Arts in the field of Literary and Cultural Studies	4
	Master of Data Science	11
	Master of Economics	25
	Master of Finance	12
	Master of Laws in Compliance and Regulation	9
	Master of Nursing	32
	Master of Public Health	30
	Master of Science in Business Analytics	24
	Master of Science in Computer Science	10
	Master of Science in Engineering in Building Services Engineering	30
	Master of Science in Urban Analytics	3
	Master of Statistics	10
	Master of Arts in the field of English Studies	4
	Master of Social Sciences in the field of Media, Culture and Creative Cities	5
	Master of Arts in Transport Policy and Planning	10
Total		959

- End -

CONTROLLING OFFICER'S REPLY**EDB231****(Question Serial No. 1699)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

- (1) Please set out in tabular form the unit costs per student, the unit costs per student (excluding the research portion), the cost recovery rates (%) and the numbers of students for the University Grants Committee (UGC)-funded undergraduate, higher diploma and associate degree programmes in the past 5 years.
- (2) As announced earlier by the Government, the tuition fee levels for publicly funded programmes of UGC-funded universities will increase for 3 years consecutively from the 2025/26 to the 2027/28 academic year. In this regard, please provide the projected unit costs per student, unit costs per student (excluding the research portion) and cost recovery rates (%) from the 2025/26 to the 2027/28 academic year.

Asked by: Hon CHU Kwok-keung (LegCo internal reference no.: 12)Reply:

(1) and (2)

The approved student numbers (i.e. the numbers of funded student places) of the University Grants Committee (UGC)-funded sub-degree and undergraduate programmes and their average unit costs under the Government's General Revenue Account in the past 5 years are set out in the table below:

Level of study		2019/20	2020/21	2021/22	2022/23	2023/24
Sub-degree programme	Approved student number (Full-time equivalent)	2 983	2 961	2 961	1 636	895
	Unit cost per student (HK\$ per year)	161,995	176,706	179,374	196,770	168,492
Under-graduate programme	Approved student number (Full-time equivalent)	73 840	73 879	73 949	73 823	73 985
	Unit cost per student (HK\$ per year)	229,850	232,448	232,376	240,282	248,695

Notes:

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 term. Since universities (i) can over-enrol students according to the existing mechanisms; (ii) have other sources of incomes (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 and Higher Diploma programmes.

The UGC allocates recurrent grants to the 8 UGC-funded universities in the form of a block grant. The universities may flexibly deploy the block grant for teaching, research or other UGC-funded activities. The overall cost recovery rate for the tuition fee levels is also calculated as the percentage of tuition fee incomes against the gross funding requirements of the UGC-funded universities.

Regarding the tuition fees of subvented programmes offered by the UGC-funded universities, the tuition fee levels are set at a rate of \$44,500 per year for UGC-funded degree programmes and \$15,900 per year for sub-degree programmes of The Education University of Hong Kong in the 2025/26 academic year, which will be progressively increased to \$49,500 per year and \$17,800 per year respectively. With the gradual increase in tuition fees, the average cost recovery rate will increase from the estimated 12.6% in the 2024/25 academic year to 14.4% in the 2027/28 academic year. The actual/estimated cost recovery rates for the 2019/20 to 2027/28 academic years are set out below:

Academic year	Average cost recovery rate (all levels of study)
2019/20	13.9%
2020/21	13.8%
2021/22	13.7%
2022/23	13.3%
2023/24	12.9%
2024/25*	12.6%
2025/26*	13.2%
2026/27*	13.8%
2027/28*	14.4%

* Estimated figures

- End -

CONTROLLING OFFICER'S REPLY**EDB232****(Question Serial No. 1880)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not SpecifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

As shown in the document, there are some figures relating to non-local students in respect of internationalisation and engagement with the Mainland. Please inform this Committee of:

1. the numbers of non-local students pursuing University Grants Committee-funded undergraduate programmes by region in the past 3 years; and
2. the details of projects approved under the Funding Scheme for Mainland and Global Engagement and Student Learning Experience in the past 3 years.

Asked by: Hon FOK Kai-kong, Kenneth (LegCo internal reference no.: 5)Reply:

1.

The non-local student enrolment of University Grants Committee (UGC)-funded undergraduate programmes from the 2022/23 to 2024/25 academic years by place of origin are set out in the table below:

Place of Origin	2022/23 Academic Year	2023/24 Academic Year	(Headcount)
			2024/25 Academic Year (Provisional figures)
Mainland China	9 562	10 358	12 386
Other Parts of Asia	4 140	3 907	4 181
North America	73	90	109
Central America and South America	41	48	63
Europe	238	254	296
Oceania	21	31	39
Africa	72	68	87
Total	14 147	14 756	17 161

Note:

The place of origin refers to the nationality or place of residence of the non-local students.

2.

Starting from the 2023/24 academic year, the UGC has injected an additional \$100 million into the Funding Scheme for Mainland and Global Engagement and Student Learning Experience for the period up to the 2025/26 academic year. The Scheme seeks to encourage the UGC-funded universities to provide more exchange and learning opportunities outside Hong Kong as well as to enhance cross-cultural exchanges on campus to create a diversified and inclusive international learning environment. The universities may make use of the funding to support local students' participation in learning experience outside Hong Kong, especially in the Greater Bay Area, through exchange programmes, study visits, internships, field trips, service learning and international activities, etc. In tandem, the universities may also organise activities for promoting a diversified campus culture and facilitating exchanges among students of different backgrounds and cultures, such that students can benefit from an internationalised learning environment and broaden their horizons even during their study on local campuses. The universities are using the funding to implement a total of 206 initiatives.

- End -

CONTROLLING OFFICER'S REPLY

EDB233

(Question Serial No. 1581)

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 paragraph 149 of the Budget that the Government will step up promotion of the “Study in Hong Kong” brand to attract more outstanding non-local students. Please advise this Committee of:

1. the average programme costs of local undergraduate degree offered by the University Grants Committee (UGC)-funded universities in the past 3 years, with a breakdown by academic programme category and on an overall basis;
2. the level of tuition fees charged for non-local students of undergraduate degree offered by UGC-funded universities in the latest financial year, with a breakdown by academic programme category and on an overall basis;
3. the additional teaching costs for non-local students of undergraduate degree offered by UGC-funded universities in the latest financial year, with a breakdown by academic programme category and on an overall basis;
4. whether the Government will consider charging tuition fees for non-local students of funded local institutions with the aim of “recovering average programme costs”;
5. the number of non-local students of UGC-funded local universities staying in Hong Kong for further studies and career after their graduation in the past 3 years, with a breakdown by education level (bachelor, master, doctor and others).

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

Reply:

1.
The average teaching expenditure per student for University Grants Committee (UGC)-funded undergraduate (Ug) programmes by academic programme category from the 2021/22 to 2023/24 academic years is set out in the following table:

(HK\$ per year)

Academic Programme Categories	2021/22 Academic Year	2022/23 Academic Year	2023/24 Academic Year
Medicine	250,000	270,000	264,000
Dentistry	270,000	298,000	277,000
Studies Allied to Medicine and Health	168,000	172,000	166,000
Biological Sciences	172,000	176,000	180,000
Physical Sciences	179,000	182,000	186,000
Mathematical Sciences	146,000	147,000	149,000
Computer Science and Information Technology	151,000	154,000	151,000
Engineering and Technology	177,000	180,000	175,000
Architecture and Town Planning	129,000	127,000	127,000
Business and Management Studies	135,000	136,000	139,000
Social Sciences	129,000	132,000	132,000
Law	149,000	153,000	152,000
Media, Journalism and Communications	137,000	147,000	142,000
Languages and Related Studies	130,000	130,000	133,000
Humanities	130,000	136,000	136,000
Arts, Design and Performing Arts	169,000	168,000	167,000
Education	137,000	136,000	136,000
Total	154,000	157,000	157,000

2.

Under the existing policy, all non-local students of the UGC-funded taught programmes do not receive public funding support from the UGC. The UGC-funded universities should charge the tuition fees for non-local students 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. On the premise that the above conditions are met, the universities can determine the appropriate level of tuition fees for non-local students, having regard to their own circumstances. Based on the information provided by the UGC-funded universities, the tuition fees for non-local students of the UGC-funded Ug programmes in the 2023/24 academic year ranged from \$140,000 to \$182,000.

3. and 4.

According to the data submitted by the UGC-funded universities, the average teaching expenditure per Ug student of the UGC-funded universities in the 2023/24 academic year was

about \$157,000. As stated above, the level of tuition fees charged on non-local students in the same academic year ranged from \$140,000 to \$182,000 per annum (the midpoint being \$161,000). In other words, the tuition fees for non-local students charged by the UGC-funded sector were already set at levels sufficient to generally recover the average teaching expenditure. In the 2025/26 academic year, the tuition fees for non-local full-time students of Ug programmes offered by UGC-funded universities will be further increased to the range of \$160,000 to \$218,000. We must stress that higher education environment is highly internationalised. While five of our universities are ranked among the top 100 universities in the world, there is still increasing global competition in attracting outstanding overseas and Mainland students to study in Hong Kong, and the level of tuition fees should be set at an internationally competitive level. For example, the tuition fees for non-subsidised international students charged by universities in Singapore are already very similar to those charged by universities in Hong Kong. Therefore, we need to consider carefully the impact of the levels of tuition fees for non-local students on attracting more students to study in Hong Kong.

5.

The employment situation of non-local graduates of the UGC-funded full-time programmes by level of study from the 2020/21 to 2022/23 academic years are set out in the table below. The information was collected through the Graduate Employment Surveys conducted by the UGC-funded universities annually, which covers only the responded non-local graduates. The UGC does not have the information on the 2023/24 academic year.

(Headcount)					
Academic year	Employment situation	Undergraduate programmes	Taught postgraduate programmes	Research postgraduate programmes	Total
2020/21	Full-time employment ^{1, 2}	769	24	822	1 615
	Local further studies ¹	492	-	128	620
	Others ³	958	8	656	1 622
2021/22	Full-time employment ^{1, 2}	883	34	907	1 824
	Local further studies ¹	652	1	118	771
	Others ³	848	10	518	1 376
2022/23	Full-time employment ^{1, 2}	787	34	1 068	1 889
	Local further studies ¹	617	1	139	757
	Others ³	986	9	569	1 564

Notes:

1. “Full-time employment” and “local further studies” do not include non-local graduates who returned to their country of origin for working or further studies respectively.
2. “Full-time employment” includes non-local graduates who were employed locally or elsewhere.

3. “Others” include (i) unemployed; (ii) underemployed; (iii) graduates who were not seeking employment for the time being; (iv) graduates who pursued further studies outside Hong Kong; and (v) non-local graduates who returned to their country of origin for further studies or employment.
4. Graduates covered in the Graduate Employment Survey refer to the students graduated from the year in which the Survey was conducted. However, for first degree graduates of medical programmes, they refer to those students who graduated one year immediately before the survey year.
5. “-” denotes nil.

- End -

CONTROLLING OFFICER'S REPLY

EDB234

(Question Serial No. 1303)

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:

Starting from this academic year, the enrolment ceiling of non-local students in the 8 funded universities has been relaxed by doubling from 20% to 40%. In this connection, will the Government inform this Committee of:

1. the total number of non-local students enrolled in the undergraduate programmes and their percentage share in the local student places of each of the 8 funded universities in the 2024/25 academic year;
2. the numbers of local students and non-local students (i. from Mainland, Macao and Taiwan; and ii. from other regions) enrolled in the 8 funded universities and the percentage share of those non-local students in the local student places in the 2024/25 academic year, with a breakdown by sub-degree, undergraduate and postgraduate programmes;
3. the publicity programmes of the Education Bureau (EDB) and the University Grants Committee (UGC) for developing Hong Kong into an international education hub and the related expenditures for the 2024/25 academic year; and
4. the publicity programmes of the EDB and the UGC for developing Hong Kong into an international education hub and the estimated expenditures for the 2025/26 academic year.

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 28)

Reply:

- 1.and 2. The local and non-local student enrolment of University Grants Committee (UGC)-funded taught programmes in the 2024/25 academic year is at the **Annex**.
3. and 4. The 2023 Policy Address has laid down the strategic goals of developing Hong Kong into an international education hub and a cradle for future talents, with a view to driving quality development of education in Hong Kong. To press ahead with the relevant work, the Government has been taking forward a series of specific policy initiatives including raising the enrolment ceiling of non-local

students for publicly funded post-secondary institutions; increasing the annual quota of the Belt and Road (B&R) Scholarship; and gradually increasing the quota of the Hong Kong PhD Fellowship Scheme.

To support universities in further promoting Hong Kong's higher education to the world, the UGC has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities. These include setting up jointly a "Study in Hong Kong" Pavilion in international expositions such as the annual conference and exhibition of the NAFSA: Association of International Educators, the annual conference of the European Association for International Education (EAIE), as well as the annual conference of the Asia-Pacific Association for International Education (APAIE), so as to strengthen connections with the higher education sector in different places, promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners, as well as visit different places to recruit overseas students.

Hong Kong has planned to participate in a number of events in 2025, which include:

- (a) the annual conference and exhibition of the APAIE held in Delhi, India, in March 2025;
- (b) the annual conference and exhibition of the NAFSA: Association of International Educators to be held in San Diego, the United States, in May 2025; and
- (c) the annual conference of the EAIE to be held in Gothenburg, Sweden, in September 2025.

In addition, Hong Kong has successfully bid to host the 2026 APAIE Conference and Exhibition. The APAIE Conference and Exhibition is one of the major events in the global higher education sector, which brings together leaders and representatives of the higher education sector from around the world. Hosting the APAIE Conference and Exhibition will not only promote the "Study in Hong Kong" brand and showcase the outstanding achievements of Hong Kong's higher education to the world, thereby elevating the international status of universities in Hong Kong but also further deepen collaboration and exchanges between local post-secondary institutions and their counterparts around the world, thus promoting the development of Hong Kong into an international hub for post-secondary education.

Looking ahead, the UGC will continue to support universities in promoting the "Study in Hong Kong" brand and the efforts to develop Hong Kong into an international hub for post-secondary education. We will also consider funding allocation for the HUCOMSCI for the 2025-28 triennium in a timely manner.

The Education Bureau (EDB) has signed ten memorandums of understanding with countries along the B&R to date. It demonstrates the Government's efforts in strengthening educational ties and exchanges with the B&R countries. The EDB will continue to collaborate with the institutions to further strengthen co-operation with the Association of Southeast Asian Nations (ASEAN) and other B&R countries in education and promote the B&R Scholarship. Furthermore, to foster inclusiveness among students, the EDB will

support the post-secondary institutions to enhance campus facilities and provide social and personal support for non-local students, enabling them to have a fulfilling and enjoyable experience during their study in Hong Kong, which will increase their incentive to stay in Hong Kong for development after graduation.

The estimated expenditure on the relevant initiatives have been subsumed under the recurrent expenditure of the EDB and UGC and has not been itemised.

**Local and Non-local Student Enrolment of
University Grants Committee (UGC)-funded Programmes
in the 2024/25 Academic Year**

(Full-time equivalent)

University	UGC-funded local student places	Local student enrolment	Non-local student enrolment (Mainland China, Macao and Taiwan)	Non-local student enrolment (Other places)	Non-local student enrolment	Equivalent percentage points relative to local student places
Sub-degree Programme						
EdUHK	895	888	-	-	-	-
PolyU	-	8	-	-	-	-
All universities	895	896	-	-	-	-
Undergraduate Programme						
CityU	10 141	10 334	1 266	761	2 027	20.0%
HKBU	6 202	6 289	985	233	1 218	19.6%
LU	2 444	2 623	494	63	557	22.8%
CUHK	14 825	15 537	2 009	555	2 564	17.3%
EdUHK	4 737	4 870	558	41	599	12.6%
PolyU	13 223	13 505	3 277	508	3 785	28.6%
HKUST	8 545	8 783	1 198	1 009	2 207	25.8%
HKU	13 964	14 540	3 024	1 180	4 204	30.1%
All universities	74 082	76 482	12 811	4 350	17 161	23.2%
Taught Postgraduate Programme						
CityU	53	53	-	-	-	-
HKBU	105	102	-	-	-	-
CUHK	690	700	1	-	1	0.1%
EdUHK	379	397	48	1	49	12.9%
HKU	838	778	74	11	85	10.1%
All universities	2 065	2 030	123	12	135	6.5%

Notes:

- The above are provisional figures.
- “-” denotes “nil”.
- Place of origin of non-local students is determined having regard to their nationality/place of residence.
- In the above table, figures for the “equivalent percentage points relative to local student places” refer to the enrolment of non-local students relative to the total number of local student places at that level of study.
- Figures may not add up to the total due to rounding.
- Some universities do not offer UGC-funded sub-degree/taught postgraduate programmes.
- Abbreviations:

CityU	City University of Hong Kong
HKBU	Hong Kong Baptist University
LU	Lingnan University
CUHK	The Chinese University of Hong Kong
EdUHK	The Education University of Hong Kong
PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology
HKU	The University of Hong Kong

- End -

CONTROLLING OFFICER'S REPLY

EDB235

(Question Serial No. 1312)

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 paragraph 149 of the Budget Speech that the Government will increase the quota of the Hong Kong PhD Fellowship Scheme (the Scheme) to 400 places per year. In this connection, will the Government inform this Committee of the following:

- (1) regarding the Scheme, (i) the number of applications received; (ii) the number of applications approved; (iii) the colleges and programmes attended by the students awarded with the fellowship; (iv) the country/place of origin of the awardees; and (v) the expenditure involved (broken down by stipend and conference and research-related travel allowances) in each of the past 5 years;
- (2) a breakdown of the number of students enrolling in programmes with a duration of more than three years, the colleges and programmes attended by these students, and the amount of additional funding involved in each of the past 5 years;
- (3) whether the Government has compiled statistics on the post-graduation profiles of the awardees; if yes, please list the number of these graduates staying in Hong Kong for development (including further studies, employment, and entrepreneurship); if not, how will the Government evaluate the effectiveness of the Scheme; and
- (4) whether the Government has compiled statistics on the amount of additional expenditure involved in increasing the number of subsidised quota; if so, what are the details; if not, what are the reasons?

Asked by: Hon IP LAU Suk-ye, Regina (LegCo internal reference no.: 37)

Reply:

(1)

The numbers of the Hong Kong PhD Fellowship Scheme (HKPFS) applicants and awardees (by place of origin and broad category of the academic programmes they enrolled in) as well

as the expenditures involved in the past 5 academic years from 2020/21 to 2024/25 are set out at **Annex 1**.

(2)

HKPFS awardees are entitled to annual stipends and conference and research-related travel allowances for a period of up to 3 years. For awardees with a duration of study longer than 3 years, universities may provide them with additional subsidies.

(3)

The 8 University Grants Committee (UGC)-funded universities conduct voluntary employment survey of HKPFS awardees graduating between 1 September of each year and 31 August of the following year to collect relevant statistics. A general profile for the past 5 years (from 2019/20 to 2023/24) is set out at **Annex 2**. As responses to the surveys are provided on a voluntary basis, the statistics concerned are for reference only.

(4)

The annual number of fellowships to be awarded under the HKPFS will be increased from 350 in the 2024/25 academic year to a total of 400 in the 2025/26 academic year. The additional expenditure to be involved each year from 2025/26 to 2027/28 will be \$17.56 million, \$35.12 million and \$52.68 million respectively.

**HKPFS applicants and awardees
in the 2020/21 to 2024/25 academic years**

Academic year	Number of applicants	Number of awardees
2020/21	6 052	250
2021/22	6 780	300
2022/23	7 178	300
2023/24	6 772	300
2024/25	8 497	350

**The numbers of the HKPFS awardees
in the 2020/21 to 2024/25 academic years
by broad academic programme category**

Broad academic programme category	2020/21 academic year	2021/22 academic year	2022/23 academic year	2023/24 academic year	2024/25 academic year
Medicine, Dentistry and Health	26	33	24	31	35
Sciences	81	104	89	87	108
Engineering and Technology	63	67	92	80	81
Business and Management	16	18	19	24	22
Social Sciences	26	23	37	32	47
Arts and Humanities	29	46	31	32	43
Education	9	9	8	7	11
Others ^{Note}	-	-	-	7	3
Total	250	300	300	300	350

Note: Including interdisciplinary programmes.

**The numbers of the HKPFS awardees
in the 2020/21 to 2024/25 academic years by place of origin**

Region	2020/21 academic year	2021/22 academic year	2022/23 academic year	2023/24 academic year	2024/25 academic year
China					
Mainland	104	162	164	185	231
Hong Kong	40	38	37	41	40
Macao	-	2	3	-	1
Taiwan	-	1	2	2	2
Armenia	-	1	-	-	1
Australia	1	1	1	1	1
Austria	-	1	-	-	-
Bangladesh	6	4	6	4	-
Bhutan	1	1	-	-	-
Bosnia and Herzegovina	-	-	1	-	-
Brazil	1	4	1	1	1
Brunei	-	-	1	-	-
Cambodia	1	-	-	-	-
Canada	3	2	1	1	4
Chile	-	-	1	-	-
Colombia	-	-	-	1	-
Czech Republic	-	1	-	-	-
Ecuador	-	1	-	1	-
Egypt	-	2	2	3	-
Ethiopia	5	2	4	7	6
Finland	-	-	-	1	-
France	-	-	4	1	1
Germany	3	-	3	1	2
Ghana	5	8	4	4	7
Greece	-	-	-	1	2
India	6	3	4	2	4
Indonesia	1	10	4	4	3
Iran	4	2	-	1	1
Ireland	1	1	-	-	1
Israel	-	-	-	1	-
Italy	3	5	3	2	2
Jamaica	-	1	-	-	-
Japan	1	1	3	-	1
Kazakhstan	-	1	2	-	1
Kenya	-	-	1	-	-
Kosovo	-	-	1	-	-
Kyrgyzstan	-	-	1	1	-
Lithuania	-	-	1	1	-
Malaysia	4	4	6	4	2
Maldives	-	-	-	1	-

Region	2020/21 academic year	2021/22 academic year	2022/23 academic year	2023/24 academic year	2024/25 academic year
Mexico	-	1	1	4	2
Myanmar	-	-	-	-	2
Nepal	1	2	-	-	1
Netherlands	-	1	-	-	1
New Zealand	1	1	-	-	1
Nigeria	4	3	2	-	1
Pakistan	3	4	-	2	3
Palestine	-	-	1	-	1
Philippines	6	1	2	4	2
Poland	1	-	-	-	-
Portugal	-	-	2	-	1
Serbia	-	-	1	2	-
Romania	1	-	-	-	-
Russia	2	2	3	5	1
Seychelles	-	-	-	1	-
Singapore	3	-	1	-	1
South Africa	-	-	1	-	-
South Korea	7	5	5	1	5
Spain	2	1	1	-	1
Sri Lanka	6	3	1	-	1
Sweden	2	-	-	1	1
Switzerland	-	-	-	1	-
Syria	-	1	-	-	-
Tajikistan	-	-	-	1	-
Tanzania	-	1	-	-	-
Thailand	2	-	2	-	1
Türkiye	1	-	-	1	-
Turkmenistan	-	-	1	-	-
Uganda	-	1	-	-	-
Ukraine	-	1	-	-	-
United Kingdom	9	6	6	1	5
United States	6	3	6	2	2
Vietnam	2	3	3	2	3
Zambia	1	1	-	-	-
Total	250	300	300	300	350

**Expenditures involved in the HKPFS from 2020/21 to 2024/25 academic years
(a breakdown by stipends as well as conference and research-related travel
allowances)**

Academic year	Expenditure on stipends (\$ million)	Expenditure on conference and research-related travel allowances (\$ million)	Total expenditure for the academic year* (\$ million)
2020/21	226	9.43	236
2021/22	239	9.98	249
2022/23	265	11.07	276
2023/24	285	11.85	296
2024/25	313	12.98	326

Note *: Figures might not add up to the total due to rounding.

**Graduated Awardees of the HKPFS who have stayed in Hong Kong for development
(including taking up employment, undertaking further studies or starting up
businesses)
from 2019/20 to 2023/24**

Year#	Graduated Awardees taking up employment	Graduated Awardees undertaking further studies	Graduated Awardees starting up businesses	Others*
2019/20	20	22	1	35
2020/21	21	23	-	17
2021/22	34	36	2	25
2022/23	36	31	-	39
2023/24	44	32	-	21

Notes: These employment statistics on the PhD student awardees of the HKPFS were collected through voluntary surveys and only reflect a general profile.
: Others* include those who are making career choices/seeking employment.
: Year# covers awardees graduating between 1 September of the respective year and 31 August of the following year.

- End -

CONTROLLING OFFICER'S REPLY

EDB236

(Question Serial No. 0506)

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 the document that the quota of the Hong Kong PhD Fellowship Scheme will be increased gradually from 300 to 400 places per year. However, it makes no reference to whether there are any complementary measures to support the long-term development of these talents. Please inform this Committee of:

1. the number of graduates who have stayed in Hong Kong for development after coming here for study or research under the Scheme over the past 10 years;
2. the duration of stay for the graduates who have stayed in Hong Kong for development;
3. the employment rate of the students who have stayed in Hong Kong; and
4. the industries in which the graduates working in Hong Kong are engaged and their incomes?

Asked by: Hon LAM Siu-lo, Andrew (LegCo internal reference no.: 23)

Reply:

1-4.

The 8 University Grants Committee (UGC)-funded universities conduct voluntary employment survey of HKPFS awardees graduating between 1 September of each year and 31 August of the following year to collect relevant statistics. A general profile for the past 5 years (from 2019/20 to 2023/24) is set out at Annex. As responses to the surveys are provided on a voluntary basis, the statistics concerned are for reference only. The universities and the UGC do not have available information on these graduates' duration of stay in Hong Kong, the industries they work in or their incomes.

**Graduated Awardees of the HKPFS who have stayed in Hong Kong for development
(including taking up employment, undertaking further studies or starting up
businesses) from 2019/20 to 2023/24**

Year#	Graduated Awardees taking up employment	Graduated Awardees undertaking further studies	Graduated Awardees starting up businesses	Others*
2019/20	20	22	1	35
2020/21	21	23	-	17
2021/22	34	36	2	25
2022/23	36	31	-	39
2023/24	44	32	-	21

Notes: These employment statistics on the PhD student awardees of the HKPFS were collected through voluntary surveys and only reflect a general profile.

: Others* include those who are making career choices/seeking employment.

: Year# covers awardees graduating between 1 September of the respective year and 31 August of the following year.

- End -

CONTROLLING OFFICER'S REPLY

EDB237

(Question Serial No. 0507)

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:

Figures reveal that the cost of administration as percentage of recurrent and capital grants administered by the Secretariat of the University Grants Committee (UGC) rose from 0.7% in 2019 to 1.1% in 2024. Please inform this Committee of:

- (1) the reason(s) for the significant rise in the cost of administration as percentage of recurrent and capital grants in the past 5 years; and
- (2) whether any measures have been taken to reduce the administrative cost in the past 5 years; if yes, the details of the specific measures and their effectiveness evaluation; if not, the reason(s) for not taking any measures to reduce the cost.

Asked by: Hon LAM Siu-lo, Andrew (LegCo internal reference no.: 24)

Reply:

(1) and (2)

The University Grants Committee (UGC) Secretariat's administration costs include personal emoluments, staff related expenses, departmental expenses, honoraria for members and meeting expenses etc. The revised estimate of our administration costs as percentage of recurrent and capital grants administrated in 2024-25 was 0.9%, while the estimate of 2025-26 is 1.1%. The percentage increase is mainly due to the six-yearly Research Assessment Exercise to be conducted by the UGC in 2026, which will involve administrative support and expenses for peer review by experts and scholars around the world. In addition, the number of research proposals submitted by the UGC-funded universities to various funding schemes under the Research Grants Council has continued to increase, leading to the rise in related expenditures (including professional fees for vetting proposals). Meanwhile, the estimate for recurrent and capital grants in the 2025-26 is \$282.3 million lower than the revised estimate for the 2024-25. As such, the percentage is also affected accordingly as the base for calculation is lowered.

In the past few years, the UGC Secretariat has arranged meetings in a hybrid mode including physical and virtual participation whenever feasible. On the one hand, non-local members are welcome to attend meetings in Hong Kong in person, on the other hand members are also allowed to choose to join through video conferencing where feasible, resulting that the actual expenditure on meetings is lower than the estimate. The UGC Secretariat will continue to closely monitor and control the administrative expenditures, and achieve savings through the use of technology, re-engineering of business processes or re-prioritisation. The resources saved can be re-allocated for enhancing existing services and introducing new services, with a view to achieving more efficient use of resources and ensuring the proper use of public funds.

- End -

CONTROLLING OFFICER'S REPLY

EDB238

(Question Serial No. 0349)

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 medical education at university level, will the Government advise this Committee of:

- (1) the annual operating expenditure of the medical schools of the two universities in each of the past 5 financial years (please give a breakdown of the expenditure items in tabular form); and
- (2) the average cost of training a graduate in Medicine in each of the past 5 financial years?

Asked by: Hon LAM Tzit-yuen, David (LegCo internal reference no.: 31)

Reply:

(1)

Under the prevailing mechanism, the Government allocates recurrent grants to the 8 University Grants Committee (UGC)-funded universities in the form of a block grant. Universities may, in accordance with the principle of institutional autonomy, flexibly deploy the block grants for different units, programmes and academic activities. As such, we do not have breakdowns on the annual operating expenditure of the medical schools of the Chinese University of Hong Kong and the University of Hong Kong.

(2)

Based on the per capita expenditure-related figures of students reported by the UGC-funded universities, the average teaching expenditure per student in respect of undergraduate programmes under the academic programme category of "Medicine" in each year from the 2019/20 to 2023/24 academic years is as follows:

2019/20 academic year	2020/21 academic year	2021/22 academic year	2022/23 academic year	2023/24 academic year
\$276,000	\$264,000	\$250,000	\$270,000	\$264,000

- End -

CONTROLLING OFFICER'S REPLY

EDB239

(Question Serial No. 2456)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Government will continue to develop Hong Kong into an international hub for education. In this connection, will the Government inform this Committee of the following:

1. What are the respective numbers of undergraduate places for local and non-local students, the actual intakes, and the percentages of such numbers in proportion to the total numbers of students for each of the 8 funded-universities in the past 3 academic years?
2. What are the respective total expenditures (with a breakdown by source of income) and financial reserves for each of the 8 University Grants Committee (UGC) funded-universities in the past 3 academic years?
3. It is understood that currently the non-local students are mainly come from the Mainland, while certain international university ranking organisations regard Mainland students as non-international students. As a result, some universities have not fully utilised their admission quotas for non-local students. Has the UGC looked into the relevant situation and what measures will be taken to further promote the internationalisation of the 8 funded institutions?

Asked by: Hon LEE Hoey Simon (LegCo internal reference no.: 20)

Reply:

1.
Regarding the University Grants Committee (UGC)-funded undergraduate programmes, the numbers of UGC-funded first-year-first-degree local intake places, the actual numbers of local and non-local admissions, as well as their proportions out of the total admissions from the 2022/23 to 2024/25 academic years are set out at **Annex 1**.

The numbers of UGC-funded senior year local intake places, the actual numbers of local and non-local admissions, as well as their proportions out of the total admissions from the 2022/23 to 2024/25 academic years are set out at **Annex 2**.

2.

According to the annual financial reports of the 8 UGC-funded universities, the breakdown of total income by sources of income and the total reserves of each university in the past 3 years (from the 2021/22 to 2023/24 academic years) are set out at **Annex 3** and **Annex 4** respectively. The relevant financial reports are also published on the websites of the universities. As the 2024/25 academic year has not concluded yet, information on the 2024/25 academic year is not available from the universities for the time being.

3.

Starting from the 2024/25 academic year, the enrolment ceiling of non-local students for UGC-funded taught programmes has doubled from a level equivalent to 20% of local student places to 40%. In the 2024/25 academic year, the non-local student enrolment in UGC-funded programmes has reached 26 600 (representing an increase of 15% compared to about 23 100 in the 2023/24 academic year), among which about 17 200 students, coming from more than 100 countries or regions, are pursuing over 200 UGC-funded undergraduate programmes. The Government is pleased to see that the funded universities have utilised the relaxed enrolment ceiling and successfully recruited more non-local students to pursue their studies in Hong Kong.

Apart from non-local students, the incoming exchange students can also provide opportunities for local students to interact with students of diverse cultural backgrounds and from different parts of the world, thereby fostering an international campus atmosphere. In the 2023/24 academic year, the number of incoming exchange students has rebounded to 5 137, with nearly 60% coming from Europe and North America, and 15% from Asian regions other than Mainland China, as well as Oceania, Africa and South America. We believe that the universities will continue to promote the “Study in Hong Kong” brand on a global scale from the perspective of developing Hong Kong into an international post-secondary education hub, and proceed, step by step, with the admission of more non-local students, especially those from the Belt and Road countries and the Mainland, having regard to their capacity. Furthermore, the universities will continue to sign more student exchange agreements with institutions around the world, striving actively to enhance internationalisation through various means.

**Numbers of the University Grants Committee (UGC)-funded First-year-first-degree Local Intake Places and
Numbers of Local and Non-local Admissions from the 2022/23 to 2024/25 Academic Years**

(Full-time equivalent)															
University	2022/23 academic year					2023/24 academic year					2024/25 academic year (provisional figures)				
	Number of UGC-funded local intake places	Local students		Non-local students		Number of UGC-funded local intake places	Local students		Non-local students		Number of UGC-funded local intake places	Local students		Non-local students	
		Admissions	Proportion out of the total admissions	Admissions	Proportion out of the total admissions		Admissions	Proportion out of the total admissions	Admissions	Proportion out of the total admissions		Admissions	Proportion out of the total admissions		
First-year-first-degree programmes															
CityU	2 062	2 056	81.0%	482	19.0%	2 062	2 227	82.1%	484	17.9%	2 062	2 212	78.9%	590	21.1%
HKBU	1 112	1 137	80.6%	274	19.4%	1 122	1 191	81.7%	266	18.3%	1 122	1 131	73.5%	407	26.5%
LU	511	538	81.5%	122	18.5%	511	574	82.1%	125	17.9%	511	540	73.8%	192	26.2%
CUHK	3 256	3 370	85.8%	558	14.2%	3 256	3 520	85.6%	590	14.4%	3 256	3 336	81.0%	782	19.0%
EdUHK	603	653	88.2%	87	11.8%	593	625	85.5%	106	14.5%	593	631	72.9%	234	27.1%
PolyU	2 351	2 495	75.6%	807	24.4%	2 351	2 496	75.3%	819	24.7%	2 351	2 497	62.3%	1 513	37.7%
HKUST	2 065	2 105	80.2%	519	19.8%	2 065	2 055	78.6%	558	21.4%	2 065	2 154	77.0%	644	23.0%
HKU	3 040	3 174	75.0%	1 058	25.0%	3 040	3 246	79.9%	819	20.1%	3 040	3 068	71.5%	1 220	28.5%
All universities	15 000	15 528	79.9%	3 907	20.1%	15 000	15 934	80.9%	3 767	19.1%	15 000	15 569	73.6%	5 582	26.4%

Notes:

- The above table includes only the figures for first-year-first-degree programmes.
- Place of origin of non-local students is determined having regard to their nationality/place of residence.
- “Proportion out of the total admissions” in the above table refers to the numbers of local/non-local admissions as a percentage of the total numbers of admissions.
- Figures may not add up to the corresponding totals due to rounding.
- Abbreviations:

CityU City University of Hong Kong
 LU Lingnan University
 EdUHK The Education University of Hong Kong
 HKUST The Hong Kong University of Science and Technology

HKBU Hong Kong Baptist University
 CUHK The Chinese University of Hong Kong
 PolyU The Hong Kong Polytechnic University
 HKU The University of Hong Kong

**Numbers of UGC-funded Senior Year Local Intake Places and
Numbers of Local and Non-local Admissions from the 2022/23 to 2024/25 Academic Years**

(Full-time equivalent)															
University	2022/23 academic year					2023/24 academic year					2024/25 academic year (provisional figures)				
	Number of UGC-funded local intake places	Local students		Non-local students		Number of UGC-funded local intake places	Local students		Non-local students		Number of UGC-funded local intake places	Local students		Non-local students	
		Admissions	Proportion out of the total admissions	Admissions	Proportion out of the total admissions		Admissions	Proportion out of the total admissions	Admissions	Proportion out of the total admissions		Admissions	Proportion out of the total admissions		
Senior year programmes															
CityU	900	876	100.0%	-	-	900	855	100.0%	-	-	900	986	100.0%	-	-
HKBU	790	811	100.0%	-	-	790	797	100.0%	-	-	790	793	100.0%	-	-
LU	195	191	93.2%	14	6.8%	195	205	87.2%	30	12.8%	195	187	86.2%	30	13.8%
CUHK	423	417	100.0%	-	-	423	421	100.0%	-	-	423	407	100.0%	-	-
EdUHK	424	457	98.3%	8	1.7%	424	440	96.5%	16	3.5%	424	464	95.1%	24	4.9%
PolyU	1 750	1 780	100.0%	-	-	1 750	1 770	99.9%	1	0.1%	1 750	1 727	99.9%	2	0.1%
HKUST	158	158	98.1%	3	1.9%	158	163	100.0%	-	-	158	161	100.0%	-	-
HKU	360	349	100.0%	-	-	360	333	100.0%	-	-	360	383	100.0%	-	-
All universities	5 000	5 039	99.5%	25	0.5%	5 000	4 984	99.1%	47	0.9%	5 000	5 108	98.9%	56	1.1%

Notes:

- The above table includes only the figures for senior year programmes.
- Place of origin of non-local students is determined having regard to their nationality/place of residence.
- “Proportion out of the total admissions” in the above table refers to the numbers of local/non-local admissions as a percentage of the total numbers of admissions.
- Figures may not add up to the corresponding totals due to rounding.
- “-” denotes nil.
- Abbreviations:

CityU City University of Hong Kong
 LU Lingnan University
 EdUHK The Education University of Hong Kong
 HKUST The Hong Kong University of Science and Technology

HKBU Hong Kong Baptist University
 CUHK The Chinese University of Hong Kong
 PolyU The Hong Kong Polytechnic University
 HKU The University of Hong Kong

**Total Income of UGC-funded Universities by Sources of Income
from the 2021/22 to 2023/24 Academic Years**

Sources of Income (at university level (i.e. excluding subsidiaries))	University																UGC Sector	
	City University of Hong Kong		Hong Kong Baptist University		Lingnan University		The Chinese University of Hong Kong		The Education University of Hong Kong		The Hong Kong Polytechnic University		The Hong Kong University of Science and Technology		The University of Hong Kong			
	(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)
2021/22 academic year																		
Government Subventions																		
Subventions from UGC ^(Note 1)	3,014	70.4%	1,547	53.1%	526	56.2%	5,165	56.9%	1,105	59.9%	3,997	60.6%	2,911	61.4%	5,586	58.4%	23,851	59.7%
Subventions from government agencies ^(Note 2)	290	6.8%	107	3.7%	13	1.4%	514	5.7%	88	4.8%	313	4.7%	341	7.2%	517	5.4%	2,185	5.5%
Sub-total*	3,304	77.1%	1,654	56.8%	539	57.7%	5,679	62.6%	1,193	64.7%	4,310	65.3%	3,252	68.5%	6,104	63.8%	26,035	65.2%
Tuition Fee and Other Incomes																		
Tuition and other fees	1,834	42.8%	1,367	47.0%	478	51.1%	2,484	27.4%	529	28.7%	2,015	30.5%	1,519	32.0%	3,085	32.2%	13,310	33.3%
Interest and investment loss	(1,215)	-28.4%	(600)	-20.6%	(156)	-16.7%	(591)	-6.5%	(41)	-2.2%	(482)	-7.3%	(670)	-14.1%	(2,099)	-21.9%	(5,854)	-14.6%
Donations and benefactions	99	2.3%	189	6.5%	35	3.7%	467	5.1%	104	5.7%	233	3.5%	234	4.9%	1,013	10.6%	2,373	5.9%
Ancillary services and other incomes	261	6.1%	301	10.3%	39	4.2%	1,040	11.5%	58	3.2%	522	7.9%	409	8.6%	1,464	15.3%	4,094	10.2%
Total income*	4,283	100.0%	2,911	100.0%	935	100.0%	9,079	100.0%	1,843	100.0%	6,597	100.0%	4,744	100.0%	9,567	100.0%	39,959	100.0%
2022/23 academic year																		
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%

Sources of Income (<i>at university level (i.e. excluding subsidiaries)</i>)	University																UGC Sector	
	City University of Hong Kong		Hong Kong Baptist University		Lingnan University		The Chinese University of Hong Kong		The Education University of Hong Kong		The Hong Kong Polytechnic University		The Hong Kong University of Science and Technology		The University of Hong Kong			
	(HK\$ million)	% (<i>As a % of total income</i>)	(HK\$ million)	% (<i>As a % of total income</i>)	(HK\$ million)	% (<i>As a % of total income</i>)	(HK\$ million)	% (<i>As a % of total income</i>)	(HK\$ million)	% (<i>As a % of total income</i>)	(HK\$ million)	% (<i>As a % of total income</i>)	(HK\$ million)	% (<i>As a % of total income</i>)	(HK\$ million)	% (<i>As a % of total income</i>)	(HK\$ million)	% (<i>As a % of total income</i>)
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 Incomes																		
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%
2023/24 academic year																		
Government Subventions																		
Subventions from UGC ^(Note 1)	3,121	47.5%	1,790	40.4%	601	37.8%	5,788	44.0%	1,307	53.5%	4,163	47.7%	3,366	46.2%	6,258	40.5%	26,394	44.2%
Subventions from government agencies ^(Note 2)	394	6.0%	126	2.9%	18	1.1%	646	4.9%	97	4.0%	575	6.6%	474	6.5%	698	4.5%	3,028	5.1%
Sub-total*	3,515	53.5%	1,916	43.2%	619	38.9%	6,434	48.9%	1,403	57.5%	4,738	54.3%	3,840	52.7%	6,956	45.0%	29,422	49.3%
Tuition Fee and Other Incomes																		
Tuition and other fees	2,196	33.4%	1,559	35.2%	753	47.3%	2,928	22.2%	656	26.9%	2,516	28.8%	1,714	23.5%	4,426	28.6%	16,747	28.1%
Interest and investment income	422	6.4%	544	12.3%	121	7.6%	1,953	14.8%	148	6.1%	579	6.6%	1,084	14.9%	1,577	10.2%	6,427	10.8%
Donations and benefactions	106	1.6%	145	3.3%	42	2.6%	661	5.0%	148	6.1%	271	3.1%	163	2.2%	910	5.9%	2,446	4.1%
Ancillary services and other incomes	333	5.1%	267	6.0%	56	3.5%	1,186	9.0%	85	3.5%	628	7.2%	485	6.7%	1,595	10.3%	4,636	7.8%
Total income*	6,572	100.0%	4,432	100.0%	1,590	100.0%	13,161	100.0%	2,441	100.0%	8,732	100.0%	7,286	100.0%	15,464	100.0%	59,679	100.0%

Source: Financial reports of the UGC-funded universities

* The sum of figures may not add up to the total due to rounding.

Notes:

1. Subventions from UGC mainly include Block Grants, Earmarked Research Grants, other grants earmarked for specific purposes, Matching Grants and Research 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.

Total Reserves of UGC-funded Universities
from the 2021/22 to 2023/24 Academic Years ^(Note 1)

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
Total Reserves (HK\$ million)								
2021/22 academic year								
UGC-funded reserves								
General and Development Reserve Fund	1,294	265	221	2,280	537	1,682	1,623	749
Matching Grants (including Research Matching Grants)	421	279	117	2,058	133	248	1,814	1,635
Sub-total*	1,715	543	338	4,338	670	1,930	3,437	2,384
Non-UGC-funded reserves ^(Note 2)	7,897	7,278	2,386	25,873	2,630	10,217	12,974	30,682
Total*	9,612	7,821	2,724	30,211	3,300	12,147	16,411	33,066
2022/23 academic year								
UGC-funded reserves								
General and Development Reserve Fund	1,052	260	277	2,506	606	1,630	1,989	1,220
Matching Grants (including Research Matching Grants)	427	242	102	2,047	124	247	1,838	1,575
Sub-total*	1,479	502	379	4,553	731	1,877	3,827	2,795
Non-UGC-funded reserves ^(Note 2)	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

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
2023/24 academic year								
UGC-funded reserves								
General and Development Reserve Fund	1,063	395	254	2,893	756	1,173	2,297	2,285
Matching Grants (including Research Matching Grants)	433	215	91	2,085	113	250	1,803	1,541
Sub-total*	1,496	610	345	4,978	869	1,423	4,100	3,826
Non-UGC-funded reserves (Note 2)	9,582	9,429	2,989	30,523	2,897	12,745	15,830	37,668
Total*	11,078	10,039	3,334	35,502	3,767	14,168	19,930	41,495

Source: Financial reports of the UGC-funded universities

* The sum of figures may not add up to 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. Non-UGC-funded reserves include self-financed reserves, donations and benefactions, research reserves, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB240

(Question Serial No. 0674)

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:

Please set out the following information for the past 3 financial years:

1. the main expenditure items and the breakdowns of the amounts of each university;
2. the proportions of funding sources, including the percentages of government subsidies, tuition income, public fund raising and other incomes (such as business co-operation or donations) of each university with the relevant data.

Asked by: Hon LEE Wai-king, Starry (LegCo internal reference no.: 5)

Reply:

1. and 2.

According to the annual financial reports of the 8 University Grants Committee-funded universities, the breakdown of expenditures and total income by sources of income of the universities for the past 3 academic years (from the 2021/22 to 2023/24 academic years) are set out at **Annexes 1 and 2** respectively. The relevant financial reports are also published on the websites of the universities. As the 2024/25 academic year has not concluded yet, information on the 2024/25 academic year is not available from the universities for the time being.

Annex 1

**Expenditures of University Grants Committee-funded Universities
from the 2021/22 to 2023/24 Academic Years ^(Note)**

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong	UGC Sector
Expenditure Item (\$ million)									
2021/22 academic year									
Staff costs and benefits	3,312	2,145	647	5,610	1,289	3,917	2,750	6,469	26,138
Operating expenses	1,724	898	295	2,642	440	1,852	1,856	3,478	13,185
Depreciation, financial costs and others	672	289	68	544	145	509	399	551	3,177
Total*	5,708	3,332	1,010	8,796	1,874	6,278	5,005	10,498	42,500
2022/23 academic year									
Staff costs and benefits	3,399	2,153	722	5,763	1,348	4,384	2,882	6,474	27,126
Operating expenses	1,943	1,038	344	3,049	500	2,023	1,997	3,927	14,821
Depreciation, financial costs and others	719	288	73	553	151	489	441	629	3,342
Total*	6,061	3,479	1,139	9,365	1,999	6,897	5,320	11,029	45,289
2023/24 academic year									
Staff costs and benefits	3,645	2,334	849	6,232	1,424	5,068	3,268	6,961	29,781
Operating expenses	2,013	1,090	397	3,361	546	2,498	2,338	4,024	16,266
Depreciation, financial costs and others	739	347	97	634	162	643	484	691	3,798
Total*	6,398	3,771	1,343	10,227	2,132	8,208	6,090	11,677	49,845

Source: Financial reports of the UGC-funded universities

* The sum of figures may differ slightly from the total due to rounding.

Note: The financial information contained in this Annex only covers those activities at university level (i.e. excluding subsidiaries).

**Total Income of University Grants Committee-funded Universities by Sources of Income
from the 2021/22 to 2023/24 Academic Years**

Sources of Income (at university level (i.e. excluding subsidiaries))	University																UGC Sector	
	City University of Hong Kong		Hong Kong Baptist University		Lingnan University		The Chinese University of Hong Kong		The Education University of Hong Kong		The Hong Kong Polytechnic University		The Hong Kong University of Science and Technology		The University of Hong Kong			
	(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)
2021/22 academic year																		
Government Subventions																		
Subventions from UGC ^(Note 1)	3,014	70.4%	1,547	53.1%	526	56.2%	5,165	56.9%	1,105	59.9%	3,997	60.6%	2,911	61.4%	5,586	58.4%	23,851	59.7%
Subventions from government agencies ^(Note 2)	290	6.8%	107	3.7%	13	1.4%	514	5.7%	88	4.8%	313	4.7%	341	7.2%	517	5.4%	2,185	5.5%
Sub-total*	3,304	77.1%	1,654	56.8%	539	57.7%	5,679	62.6%	1,193	64.7%	4,310	65.3%	3,252	68.5%	6,104	63.8%	26,035	65.2%
Tuition Fee and Other Incomes																		
Tuition and other fees	1,834	42.8%	1,367	47.0%	478	51.1%	2,484	27.4%	529	28.7%	2,015	30.5%	1,519	32.0%	3,085	32.2%	13,310	33.3%
Interest and investment loss	(1,215)	-28.4%	(600)	-20.6%	(156)	-16.7%	(591)	-6.5%	(41)	-2.2%	(482)	-7.3%	(670)	-14.1%	(2,099)	-21.9%	(5,854)	-14.6%
Donations and benefactions	99	2.3%	189	6.5%	35	3.7%	467	5.1%	104	5.7%	233	3.5%	234	4.9%	1,013	10.6%	2,373	5.9%
Ancillary services and other incomes	261	6.1%	301	10.3%	39	4.2%	1,040	11.5%	58	3.2%	522	7.9%	409	8.6%	1,464	15.3%	4,094	10.2%
Total income*	4,283	100.0%	2,911	100.0%	935	100.0%	9,079	100.0%	1,843	100.0%	6,597	100.0%	4,744	100.0%	9,567	100.0%	39,959	100.0%
2022/23 academic year																		
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%

Sources of Income (at university level (i.e. excluding subsidiaries))	University																UGC Sector	
	City University of Hong Kong		Hong Kong Baptist University		Lingnan University		The Chinese University of Hong Kong		The Education University of Hong Kong		The Hong Kong Polytechnic University		The Hong Kong University of Science and Technology		The University of Hong Kong			
	(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)
Tuition Fee and Other Incomes																		
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%
2023/24 academic year																		
Government Subventions																		
Subventions from UGC ^(Note 1)	3,121	47.5%	1,790	40.4%	601	37.8%	5,788	44.0%	1,307	53.5%	4,163	47.7%	3,366	46.2%	6,258	40.5%	26,394	44.2%
Subventions from government agencies ^(Note 2)	394	6.0%	126	2.9%	18	1.1%	646	4.9%	97	4.0%	575	6.6%	474	6.5%	698	4.5%	3,028	5.1%
Sub-total*	3,515	53.5%	1,916	43.2%	619	38.9%	6,434	48.9%	1,403	57.5%	4,738	54.3%	3,840	52.7%	6,956	45.0%	29,422	49.3%
Tuition Fee and Other Incomes																		
Tuition and other fees	2,196	33.4%	1,559	35.2%	753	47.3%	2,928	22.2%	656	26.9%	2,516	28.8%	1,714	23.5%	4,426	28.6%	16,747	28.1%
Interest and investment income	422	6.4%	544	12.3%	121	7.6%	1,953	14.8%	148	6.1%	579	6.6%	1,084	14.9%	1,577	10.2%	6,427	10.8%
Donations and benefactions	106	1.6%	145	3.3%	42	2.6%	661	5.0%	148	6.1%	271	3.1%	163	2.2%	910	5.9%	2,446	4.1%
Ancillary services and other incomes	333	5.1%	267	6.0%	56	3.5%	1,186	9.0%	85	3.5%	628	7.2%	485	6.7%	1,595	10.3%	4,636	7.8%
Total income*	6,572	100.0%	4,432	100.0%	1,590	100.0%	13,161	100.0%	2,441	100.0%	8,732	100.0%	7,286	100.0%	15,464	100.0%	59,679	100.0%

Source: Financial reports of the UGC-funded universities

* The sum of figures may differ slightly from the total due to rounding.

Notes:

1. Subventions from UGC mainly include Block Grants, Earmarked Research Grants, other grants earmarked for specific purposes, Matching Grants and Research 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB241

(Question Serial No. 1429)

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 Hong Kong PhD Fellowship Scheme, will the Government inform this Committee of:

- (1) the numbers of non-Chinese students applying for and being awarded the fellowships, and their percentage shares in the total number of students concerned in the past 3 years; and
- (2) the numbers of non-Chinese students and non-local Chinese students applying for residence in Hong Kong after graduation, and their percentage shares in the total number of students concerned?

Asked by: Hon LEUNG Man-kwong (LegCo internal reference no.: 25)

Reply:

(1)

The numbers of applicants and awardees of the Hong Kong PhD Fellowship Scheme (HKPFS) by place of origin and their percentage shares from the 2022/23 to 2024/25 academic years are set out at **Annex**.

(2)

The University Grants Committee does not maintain relevant information on the non-Chinese awardees and non-local Chinese awardees of the HKPFS who reside in Hong Kong after completion of studies.

**Place of origin of HKPFS applicants and their percentage shares
from the 2022/23 to 2024/25 academic years**

Academic year	Place of origin			Total number of applicants
	Local (percentage)	Mainland (percentage)	Other Non-locals (percentage)	
2022/23	311 (4.3%)	4 564 (63.6%)	2 303 (32.1%)	7 178
2023/24	333 (4.9%)	4 795 (70.8%)	1 644 (24.3%)	6 772
2024/25	346 (4.1%)	6 138 (72.2%)	2 013 (23.7%)	8 497

**Place of origin of HKPFS awardees and their percentage shares
from the 2022/23 to 2024/25 academic years**

Academic year	Place of origin			Total number of awardees
	Local (percentage)	Mainland (percentage)	Other Non-locals (percentage)	
2022/23	37 (12.3%)	164 (54.7%)	99 (33%)	300
2023/24	41 (13.7%)	185 (61.7%)	74 (24.6%)	300
2024/25	40 (11.4%)	231 (66%)	79 (22.6%)	350

- End -

CONTROLLING OFFICER'S REPLY

EDB242

(Question Serial No. 2009)

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 paragraph 148 of the Budget Speech that the Government has planned to launch a new round of Research Matching Grant Scheme (RMGS) totalling \$1.5 billion to attract more organisations to support research endeavours of institutions. In this connection, would the Government inform this Committee of the following:

- (a) Why is the amount of the new round of research matching grant halved as compared to the \$3 billion of the previous round?
- (b) According to the arrangements for the first round of RMGS, in order to encourage all institutions to apply for matching, a minimum amount (i.e. a “floor”) was set for each institution over the operation period, ensuring that the institution which had successfully secured eligible donations within the “floor” would be prioritised for matching grant provision. What was the actual amount of the “floor”? Was the matching grant equally distributed among all institutions at a uniform amount? What is the “floor” set aside for each institution under the new round of RMGS?
- (c) With the overall matching grant amount reduced by half, does the Government expect that the amount of external donations received by the institutions will also be halved accordingly? How much impact does the Government expect it will have on the funded research projects? Will the number of funded projects significantly decrease in proportion?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 33)

Reply:

- (a) RMGS is not meant to be a regular arrangement. The Government will therefore take into account the prevailing financial situation and different societal needs when considering whether to launch a new round of RMGS and its provisions. It is hence not appropriate to compare the arrangements for different rounds of RMGS.

- (b) Under the first round of RMGS, the “floor” for each institution was \$50 million. In view of the total amount of matching grant available under the new round of RMGS, the “floor” for each institution will be duly adjusted to \$20 million. The arrangement of prioritised matching until the “floor” will remain in place.
- (c) In the light of the multiplier effect in the first round, it is estimated that the new round of RMGS may attract around \$2.58 billion of donations/ sponsorship, which will enable the institutions to continue to diversify research funding sources. At this stage, it is infeasible to give estimation with regard to the amount of funding expected to be secured from the non-public sector by individual institutions in the next four years as well as the number of research projects to be involved.

- End -

CONTROLLING OFFICER'S REPLY

EDB243

(Question Serial No. 2010)

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 paragraph 149 of the Budget Speech that the Government will host more international education conferences and exhibitions to highlight Hong Kong's position as an international post-secondary education hub, and it will also step up global promotion of the "Study in Hong Kong" brand to attract more outstanding non-local students. In this connection, will the Government inform this Committee of:

- (a) the specific estimate and detailed breakdown in respect of stepping up global promotion of the "Study in Hong Kong" brand;
- (b) the specific details of the work of developing the "Study in Hong Kong" brand, especially through participating in international education conferences and exhibitions, and organising publicity campaigns targeting non-local prospective students from outside Hong Kong; and the number of countries and regions as well as exhibitions or conferences involved in the coming year;
- (c) the prioritising criteria when selecting the countries or regions for the conduct of publicity campaigns. For instance, whether priority will be given to regions along the Belt and Road, or new regions will be explored?

Asked by: Hon LUK Hon-man, Benson (LegCo internal reference no.: 34)

Reply:

To support universities in further promoting Hong Kong's higher education to the world, the University Grants Committee (UGC) has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities. These include setting up jointly a "Study in Hong Kong" Pavilion in international expositions such as the annual conference and exhibition of the NAFSA: Association of International Educators, the annual conference of the European Association for International Education (EAIE), as well as the annual conference of the Asia-

Pacific Association for International Education (APAIE), so as to strengthen connections with the higher education sector in different places, promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners, as well as visit different places to recruit overseas students.

Hong Kong has planned to participate in a number of events in 2025, which include:

- (a) the annual conference and exhibition of the APAIE held in Delhi, India, in March 2025;
- (b) the annual conference and exhibition of the NAFSA: Association of International Educators to be held in San Diego, the United States, in May 2025; and
- (c) the annual conference of the EAIE to be held in Gothenburg, Sweden, in September 2025.

In addition, Hong Kong has successfully bid to host the 2026 APAIE Conference and Exhibition. The APAIE Conference and Exhibition is one of the major events in the global higher education sector, which brings together leaders and representatives of the higher education sector from around the world. Hosting the APAIE Conference and Exhibition will not only promote the “Study in Hong Kong” brand and showcase the outstanding achievements of Hong Kong’s higher education to the world, thereby elevating the international status of universities in Hong Kong but also further deepen collaboration and exchanges between local post-secondary institutions and their counterparts around the world, thus promoting the development of Hong Kong into an international hub for post-secondary education.

The UGC-funded universities will also actively organise joint overseas recruitment and promotional activities every year to attract more international students to pursue their studies in Hong Kong. To tie in with national development and the Government’s policy objectives, in recent years, students from the Association of Southeast Asian Nations (ASEAN) and Belt and Road (B&R) countries have been among the targets of the eight UGC-funded universities. The universities have planned to organise nearly 200 overseas recruitment activities in the 2024/25 academic year, many of which are targeted at B&R countries from the ASEAN region. In the future, the UGC will continue to encourage the HUCOMSCI to collaborate with the Alliance of Universities of Applied Sciences and other appropriate self-financing post-secondary institutions in attracting more overseas students from different parts of the world, especially those from the ASEAN and other B&R countries, to study in Hong Kong.

Looking ahead, the UGC will continue to support universities in promoting the “Study in Hong Kong” brand and the efforts to develop Hong Kong into an international hub for post-secondary education. We will also consider funding allocation for the HUCOMSCI for the 2025-28 triennium in a timely manner. The manpower and administrative expenditures involved in the relevant promotion are subsumed under the recurrent expenditure and have not been itemised.

- End -

CONTROLLING OFFICER'S REPLY

EDB244

(Question Serial No. 2129)

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 Research Assessment Exercise is conducted every 6 years, with the new round to be commenced in 2026. The University Grants Committee has produced 4 canonical documents and will continue engaging the universities in developing the implementation details of the exercise, including the enhancement of the electronic system. Please provide the following information:

- (a) the expenditure involved in enhancing the electronic system;
- (b) whether the electronic system will apply technologies such as big data or artificial intelligence; and
- (c) given the past experience that updating of electronic systems incurred relatively high expenditure and was often outsourced through tendering, whether the same will apply to this electronic system.

Asked by: Hon NG Chau-pei, Stanley (LegCo internal reference no.: 7)

Reply:

(a) to (c)

The University Grants Committee Secretariat has, in accordance with the Government's current arrangements for the procurement of information technology services, engaged a contractor to enhance the Research Assessment Exercise Electronic System. The approved estimate is approximately \$8.6 million, which is primarily used for reactivating and optimising an existing electronic system as well as enhancing its functions and devices with a view to facilitating the effective implementation and management of the assessment exercise by panel members. Whilst the functions of the system will not involve such application of

technologies as big data and artificial intelligence, they will on the other hand deploy technologies that focus on data integration and algorithms.

- End -

CONTROLLING OFFICER'S REPLY

EDB245

(Question Serial No. 0861)

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 Chief Executive mentioned in the 2024 Policy Address that the “Study in Hong Kong” brand would be established with a view to promoting the development of Hong Kong into an international hub for post-secondary education. In this connection, please inform this Committee of:

1. the expenditure on the promotion of the “Study in Hong Kong” brand in 2024-25 and the respective items involved;
2. the international education conferences and exhibitions expected to be held in 2025-26, the respective estimated expenditures and planned objectives;
3. the related scholarships expected to be offered in 2025-26, the target beneficiaries, the number of beneficiaries and the estimated expenditures; and
4. the policy initiatives taken forward by the Government to ensure the attractiveness of Hong Kong in the competition with other study destinations, and the estimated expenditures involved.

Asked by: Hon TANG Fei (LegCo internal reference no.: 15)

Reply:

Hong Kong possesses sound education infrastructure and our overall competitiveness in education ranks top five in the world, with five of the University Grants Committee (UGC)-funded universities are ranked among the world's top 100, pooling outstanding research talents and making Hong Kong an international hub for exchange and collaboration among high-calibre talents. Our strategy to develop Hong Kong into an international post-secondary education hub is to leverage Hong Kong's distinctive advantages of enjoying strong support from the Motherland and connecting with the world. We establish strategic partnerships with academic institutions around the world and promote the “Study in Hong Kong” brand to attract more quality non-local students to pursue their studies in Hong Kong,

so as to further the internationalisation and diversification of Hong Kong's post-secondary education sector and support the expansion and quality enhancement of institutions. Furthermore, we seek to attract more overseas students, especially those from ASEAN and other Belt and Road countries, to study in our city through the provision of scholarships and other incentives.

To support universities in further promoting Hong Kong's higher education to the world, the UGC has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities. These include setting up jointly a "Study in Hong Kong" Pavilion in international expositions such as the annual conference and exhibition of the NAFSA: Association of International Educators, the annual conference of the European Association for International Education (EAIE), as well as the annual conference of the Asia-Pacific Association for International Education (APAIE), so as to strengthen connections with the higher education sector in different places, promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners, as well as visit different places to recruit overseas students.

Hong Kong has planned to participate in a number of international education conferences and exhibitions in 2025, which include:

- (a) the annual conference and exhibition of the APAIE to be held in Delhi, India, in March 2025;
- (b) the annual conference and exhibition of the NAFSA: Association of International Educators to be held in San Diego, the United States, in May 2025; and
- (c) the annual conference of the EAIE to be held in Gothenburg, Sweden, in September 2025.

In addition, Hong Kong has successfully bid to host the 2026 APAIE Conference and Exhibition. The APAIE Conference and Exhibition is one of the major events in the global higher education sector, which brings together leaders and representatives of the higher education sector from around the world. Hosting the APAIE Conference and Exhibition will not only promote the "Study in Hong Kong" brand and showcase the outstanding achievements of Hong Kong's higher education to the world, thereby elevating the international status of universities in Hong Kong but also further deepen collaboration and exchanges between local post-secondary institutions and their counterparts around the world, thus promoting the development of Hong Kong into an international hub for post-secondary education.

Looking ahead, the UGC will continue to support universities in promoting the "Study in Hong Kong" brand and the efforts to develop Hong Kong into an international hub for post-secondary education. We will also consider funding allocation for the HUCOMSCI for the 2025-28 triennium in a timely manner. The manpower and administrative expenditures involved in the relevant promotion are subsumed under the recurrent expenditure and have not been itemised.

As regards scholarships, the Government has launched the Belt and Road Scholarship (the Scholarship) under the HKSAR Government Scholarship Fund since the 2016/17 academic year to support students from countries/regions along the Belt and Road to pursue publicly-funded full-time undergraduate and research postgraduate programmes in Hong Kong. The quota of the Scholarship in the 2025/26 academic year is 150 places, and it is expected that all the places will be distributed. Including the existing awardees who will successfully renew their scholarships, the estimated expenditure on scholarships under the Scholarship in the 2025/26 academic year is expected to be about \$72 million.

- End -

CONTROLLING OFFICER'S REPLY

EDB246

(Question Serial No. 2640)

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:

What are the respective numbers of students receiving subsidy from universities under the Hong Kong PhD Fellowship Scheme in the past 5 years? Please provide the details with a breakdown by the following categories: local students, international students (please list the countries) and Mainland students.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 20)

Reply:

The numbers of the Hong Kong PhD Fellowship Scheme (HKPFS) awardees in the past 5 years (from the 2020/21 to 2024/25 academic years) by place of origin are tabulated at **Annex**.

**The numbers of the HKPFS awardees
from the 2020/21 to 2024/25 academic years by place of origin**

Region	2020/21 academic year	2021/22 academic year	2022/23 academic year	2023/24 academic year	2024/25 academic year
China					
Mainland	104	162	164	185	231
Hong Kong	40	38	37	41	40
Macao	-	2	3	-	1
Taiwan	-	1	2	2	2
Armenia	-	1	-	-	1
Australia	1	1	1	1	1
Austria	-	1	-	-	-
Bangladesh	6	4	6	4	-
Bhutan	1	1	-	-	-
Bosnia and Herzegovina	-	-	1	-	-
Brazil	1	4	1	1	1
Brunei	-	-	1	-	-
Cambodia	1	-	-	-	-
Canada	3	2	1	1	4
Chile	-	-	1	-	-
Colombia	-	-	-	1	-
Czech Republic	-	1	-	-	-
Ecuador	-	1	-	1	-
Egypt	-	2	2	3	-
Ethiopia	5	2	4	7	6
Finland	-	-	-	1	-
France	-	-	4	1	1
Germany	3	-	3	1	2
Ghana	5	8	4	4	7
Greece	-	-	-	1	2
India	6	3	4	2	4
Indonesia	1	10	4	4	3
Iran	4	2	-	1	1
Ireland	1	1	-	-	1
Israel	-	-	-	1	-
Italy	3	5	3	2	2
Jamaica	-	1	-	-	-
Japan	1	1	3	-	1
Kazakhstan	-	1	2	-	1
Kenya	-	-	1	-	-
Kosovo	-	-	1	-	-
Kyrgyzstan	-	-	1	1	-
Lithuania	-	-	1	1	-
Malaysia	4	4	6	4	2

Region	2020/21 academic year	2021/22 academic year	2022/23 academic year	2023/24 academic year	2024/25 academic year
Maldives	-	-	-	1	-
Mexico	-	1	1	4	2
Myanmar	-	-	-	-	2
Nepal	1	2	-	-	1
Netherlands	-	1	-	-	1
New Zealand	1	1	-	-	1
Nigeria	4	3	2	-	1
Pakistan	3	4	-	2	3
Palestine	-	-	1	-	1
Philippines	6	1	2	4	2
Poland	1	-	-	-	-
Portugal	-	-	2	-	1
Serbia	-	-	1	2	-
Romania	1	-	-	-	-
Russia	2	2	3	5	1
Seychelles	-	-	-	1	-
Singapore	3	-	1	-	1
South Africa	-	-	1	-	-
South Korea	7	5	5	1	5
Spain	2	1	1	-	1
Sri Lanka	6	3	1	-	1
Sweden	2	-	-	1	1
Switzerland	-	-	-	1	-
Syria	-	1	-	-	-
Tajikistan	-	-	-	1	-
Tanzania	-	1	-	-	-
Thailand	2	-	2	-	1
Türkiye	1	-	-	1	-
Turkmenistan	-	-	1	-	-
Uganda	-	1	-	-	-
Ukraine	-	1	-	-	-
United Kingdom	9	6	6	1	5
United States	6	3	6	2	2
Vietnam	2	3	3	2	3
Zambia	1	1	-	-	-
Total	250	300	300	300	350

- End -

CONTROLLING OFFICER'S REPLY

EDB247

(Question Serial No. 0064)

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:

The financial provisions for the University Grants Committee for 2023-24, 2024-25 and 2025-26 are \$23.5 billion, \$24.5 billion, and \$24.7 billion respectively, with the cost of administration as percentage of grants administered rising from 0.8% to 1.1%. Will the Government advise this Committee of the following –

- (1) The proportion of the cost of administration to grants administered has increased from 0.8% to 1.1%. What are the major reasons?
- (2) What were the numbers of non-local students and the related tuition fee incomes in each of the past 5 years? What were the respective percentage shares in relation to local students?

Asked by: Hon TSE Wai-chuen, Tony (LegCo internal reference no.: 55)

Reply:

(1)

The University Grants Committee (UGC) Secretariat's administration costs include personal emoluments, staff related expenses, departmental expenses, honoraria for members and meeting expenses etc. The revised estimate of our administration costs as percentage of recurrent and capital grants administered in 2024-25 was 0.9%, while the estimate of 2025-26 is 1.1%. The percentage increase is mainly due to the six-yearly Research Assessment Exercise to be conducted by the UGC in 2026, which will involve administrative support and expenses for peer review by experts and scholars around the world. In addition, the number of research proposals submitted by the UGC-funded universities to various funding schemes under the Research Grants Council has continued to increase, leading to the rise in related expenditures (including professional fees for vetting proposals). Meanwhile, the estimate for recurrent and capital grants in the 2025-26 is \$282.3 million lower than the revised estimate for the 2024-25. As such, the percentage is also affected accordingly as the base for calculation is lowered. The Secretariat will continue to closely monitor and control the administrative expenditures, and achieve savings through the use of technology, re-

engineering of business processes or re-prioritisation. The resources saved can be re-allocated for enhancing existing services and introducing new services, with a view to achieving more efficient use of resources and ensuring the proper use of public funds.

(2)

The numbers of local student places and the numbers of non-local student enrolment in the UGC-funded undergraduate (Ug) programmes and taught postgraduate (TPg) programmes in the past 5 years (from the 2019/20 to 2023/24 academic years) are set out in the table below.

(Full-time equivalent)						
Level of study		Academic year				
		2019/20	2020/21	2021/22	2022/23	2023/24
Ug programme	Local student places	73 840	73 879	73 949	73 823	73 985
	Non-local student enrolment	12 249	12 476	13 253	14 147	14 756
	Ratio of non-local student enrolment to local student places	16.6%	16.9%	17.9%	19.2%	19.9%
TPg programme	Local student places	1 852	1 877	1 877	1 864	1 970
	Non-local student enrolment	92	87	109	116	129
	Ratio of non-local student enrolment to local student places	5.0%	4.6%	5.8%	6.2%	6.5%

Under the existing policy, all non-local students of the UGC-funded taught programmes (i.e. Ug, TPg and sub-degree programmes) do not receive public funding support from the UGC. The UGC-funded universities should charge the tuition fees for non-local students 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. On the premise that the above conditions are met, the universities can determine the appropriate level of tuition fees for non-local students, having regard to their own circumstances. Based on the information provided by the UGC-funded universities, the levels of tuition fees for non-local students of the UGC-funded Ug programmes in the past 5 academic years (2019/20 to 2023/24 academic years) are listed below. The UGC does not maintain figures regarding the total tuition fee incomes for non-local students of the universities.

Academic year	2019/20 (\$)	2020/21 (\$)	2021/22 (\$)	2022/23 (\$)	2023/24 (\$)
Level of tuition fees for non-local students	140,000 to 164,000	140,000 to 171,000	140,000 to 171,000	140,000 to 171,000	140,000 to 182,000

Academic year	2019/20 (\$)	2020/21 (\$)	2021/22 (\$)	2022/23 (\$)	2023/24 (\$)
of Ug programmes (for each academic year)					

- End -

CONTROLLING OFFICER'S REPLY

EDB248

(Question Serial No. 1962)

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. How much public funds did the Hong Kong Special Administrative Region Government spend on subsidising the tuition fees of non-local university students in each of the past 3 financial years?
2. What is the total estimate for subsidising the tuition fees of non-local university students in the new financial year?
3. Among those non-local university students, what are the numbers and percentages of students coming from other countries and from the Mainland respectively in each year?
4. Under the “user pays” principle, will the Government consider, even if not abolishing the tuition fee subsidy altogether, at least cutting the current expenditure on the subsidy so that non-local students will have to pay more to cover their tuition fees, thereby reducing public expenditure?

Asked by: Hon TSE Wai-chun, Paul (LegCo internal reference no.: 11)

Reply:

1., 2. and 4.

Under the existing policy, the University Grants Committee (UGC)-funded universities should charge the tuition fees for non-local students of the funded taught programmes 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. In other words, these non-local students do not receive public funding support from the UGC, and the universities shall not apply the UGC recurrent grants allocated for the provision of local student places to cross-subsidise the expenditure incurred in respect of non-local students.

3.

The actual non-local student enrolment figures of UGC-funded undergraduate and taught postgraduate programmes by place of origin and their respective percentages from 2022/23 to 2024/25 academic years are as follows:

	Non-local students (Mainland China)		Non-local students (Other regions)		(Headcount) Total
	Actual enrolment	Percentage	Actual enrolment	Percentage	Actual enrolment
Undergraduate programmes					
2022/23	9 562	67.6%	4 585	32.4%	14 147
2023/24	10 358	70.2%	4 398	29.8%	14 756
2024/25 (Provisional figures)	12 386	72.2%	4 775	27.8%	17 161
Taught postgraduate programmes					
2022/23	111	84.1%	21	15.9%	132
2023/24	122	84.1%	23	15.9%	145
2024/25 (Provisional figures)	137	88.4%	18	11.6%	155

Notes: 1. Place of origin of non-local students is determined having regard to their nationality / place of residence.

2. Figures may not add up to the corresponding totals due to rounding.

- End -

CONTROLLING OFFICER'S REPLY

EDB249

(Question Serial No. 0246)

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:

The Chief Executive announced the launch of a new round of Research Matching Grant Scheme in 2025 spanning a period of 4 years, with a total commitment of \$1.5 billion, a noticeable reduction from the \$3-billion matching grants provided in the debut round. In this connection, will the Government inform this Committee the results achieved by the research matching grant provided in the debut round; the reasons for reducing the matching grant provision of the new round; and whether there are any response measures in place in case of early exhaustion of the matching grant?

Asked by: Hon WONG Kam-fai, William (LegCo internal reference no.: 5)

Reply:

The first round of the Research Matching Grant Scheme (RMGS) successfully attracted over \$5.7 billion of donations/ sponsorship from private corporations, charity foundations, trusts, non-governmental organisations, individual donors, etc. It has also achieved resounding success in fostering collaborative research and development. In addition to the publication of research journal articles, monographs, conference papers, universities and institutions have also established research centres through RMGS. There were also commercialised research outputs or patents filed in various fields, including machine learning, artificial intelligence, big data analytics, applied physics, clinical medicine, biomedical engineering, electronics, environmental engineering, digital humanities, etc. Some research have received awards and certification/ accreditation, and are widely recognised and highly regarded internationally.

RMGS is not meant to be a regular arrangement. The Government will therefore take into account the prevailing financial situation and different societal needs when considering whether to launch a new round of RMGS and its provisions. It is hence not appropriate to compare the arrangements for different rounds of RMGS.

To encourage institutions to continue to diversify research funding sources, under the new round of RMGS an upper limit will suitably be applied to the total amount of government

matching grants to be disbursed in each financial year, as well as to the government matching grants to be received by each institution in each financial year. The relevant arrangements will be finalised and announced in consultation with universities/ institutions.

- End -

CONTROLLING OFFICER'S REPLY

EDB250

(Question Serial No. 3332)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education

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

Director of Bureau: Secretary for Education

Question:

The provision for 2025-26 is \$546.3 million (2.1%) lower than the revised estimate for the previous year, which is mainly due to decreased provision for some existing grants to schools and a decrease of 33 posts. In this connection, please advise this Committee of the following –

- (1) What are the reasons for the decrease of 33 posts, and the details of relevant posts involved, including job titles, ranks, duties, salary expenses and job descriptions? Will the Education Bureau (EDB) adjust its work in primary education in light of the reduction of posts?
- (2) The provision of subsidies to subvented primary schools for 2025-26 is \$545.9 million lower than the 2024-25 revised estimate, what are the detailed specific reasons for the decrease in provision?
- (3) What is the specific information of the funding provided for public sector and Direct Subsidy Scheme primary schools admitting non-Chinese speaking (NCS) students as mentioned under Matters Requiring Special Attention?

Asked by: Hon CHAN Pui-leung (LegCo internal reference no.: 51)

Reply:

(1)

In order to optimise the use of the civil service manpower resources and maintain the sustainability of public finance, as well as to adjust the number of posts in response to consolidation in government schools, EDB has planned a deletion of 33 posts in government primary schools for 2025-26, including 29 teaching posts (in the Primary School Master/Mistress grade) and 4 non-teaching posts (in the Clerical Officer and Clerical Assistant grades). The estimated decrease in salary expenditure is about \$19 million.

(2)

The 2025-26 provision under the subvented sector for primary schools is \$545.9 million lower than the 2024-25 revised estimate. This is mainly due to the corresponding adjustment of provision arising from the decrease in the overall number of primary students and classes operated by public sector primary schools, as well as the consolidation and adjustment of some grants (such as the “Life-wide Learning and Sister School Grant”).

(3)

The Government is committed to encouraging and supporting the integration of NCS students into the community, including facilitating their early adaptation to the local education system and mastery of the Chinese language. EDB has 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 subsidies, since the 2014/15 school year, EDB has been providing additional funding for public sector and Direct Subsidy Scheme primary, secondary and special schools offering the local curriculum and admitting NCS students, with a view to facilitating schools to implement the “Chinese Language Curriculum Second Language Learning Framework” (“Learning Framework”) and supporting NCS students in learning Chinese as well as creating an inclusive learning environment. Starting from the 2020/21 school year, the Government has further expanded the scope of beneficiary schools so that all primary, secondary and special schools admitting NCS students are provided with an additional funding according to the number of NCS students admitted. The amount of the additional funding currently ranges from about \$0.16 million to about \$1.6 million per year.

- End -

CONTROLLING OFFICER'S REPLY

EDB251

(Question Serial No. 3891)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (-) Not Specified

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

Director of Bureau: Secretary for Education

Question:

The Government has indicated that about 90 hectares of land are reserved in the Northern Metropolis (NM) for developing the Northern Metropolis University Town (NMUT), including the third medical school. In addition, it was mentioned in last year's Policy Address that the Government would encourage local post-secondary institutions to introduce more branded programmes with renowned Mainland and overseas institutions in a flexible and innovative manner in NMUT and that the NMUT Development Conceptual Framework was expected to be published in 2026. In this connection, please advise this Committee of the following –

- (1) What is the academic area to be covered by the branded programmes initially envisioned by the Government (other than the programmes of the medical school)? Are artificial intelligence and practical industry-oriented disciplines included?
- (2) In the light of the proximity of NMUT to the Mainland, what will be the proportion of local and non-local students in the student intakes of NMUT according to the Government's initial thinking?
- (3) Will the disciplines offered in NMUT be different from those currently offered by the universities in Hong Kong? What are the details?
- (4) Please provide information on the preliminary study and the estimated expenditures on NMUT.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 71)

Reply:

After consulting the Development Bureau (DEVB), we provide a consolidated reply as follows –

The Government has reserved a total of about 90 hectares of land in the Hung Shui Kiu/Ha Tsuen New Development Area (HSK), Ngau Tam Mei New Development Area (NTM) and

New Territories North New Town (NTN New Town) in the Northern Metropolis (NM) for developing the Northern Metropolis University Town (NMUT), and will encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas institutions in a flexible and innovative manner. In addition, the Government will gradually take forward the relevant work, having regard to 4 objectives and strategies, namely (a) industry-led; (b) support Hong Kong to develop into an international post-secondary education hub; (c) align with the nation's development strategies; and (d) industry-led, step by step. To align with the industry-driven and infrastructure-led approach of NM, post-secondary institutions will mainly take forward development in the area in a self-financing mode, adopt new approaches in programme planning, teaching and research to keep pace with the times, deepen collaboration with industries in the area, and proactively support the future development directions and indicators of the country and Hong Kong through nurturing talents to create strong impetus for Hong Kong's development. The Education Bureau plans to publish the Northern Metropolis University Town Development Conceptual Framework in the first half of 2026, while DEVB will provide full support in terms of land and infrastructure.

The land at HSK is within the boundary of HSK stage 2 development. Funding for the relevant site formation and engineering infrastructure works was approved by the Finance Committee of the Legislative Council (LegCo) in May 2024, and the works have commenced progressively. Funding for the relevant planning and engineering study, as well as for the detailed design and site investigation, was approved by LegCo as early as 2011 and 2020, respectively.

Regarding NTM, funding for the relevant land use review study was approved by LegCo in 2021 and 2023, and funding for the detailed design was reserved in 2025. As for NTN New Town, funding for the planning and engineering study was approved by LegCo in 2021. Having completed the public engagement activities for the development proposals of NTM and NTN New Town in the first quarter this year, the Government will further develop these proposals and seek funding from LegCo in due course for the detailed design and commencement of the relevant site formation and engineering infrastructure works.

Information on the expenditures or estimates for the relevant projects is tabulated below –

	Project expenditures or estimates (in money-of-the-day (MOD) prices) ^(Note)
Hung Shui Kiu/Ha Tsuen New Development Area (stage 2)	Public Works Programme (PWP) Item No. 7733CL—Review studies on Hung Shui Kiu new development area—consultants' fees and site investigation (approved in 2011): \$66.27 million (completed, actual expenditure) [Note: This covered the entire Hung Shui Kiu/Ha Tsuen New Development Area.]
	PWP Item No. 7846CL—Hung Shui Kiu/Ha Tsuen new development area stage 2 works—detailed design and site investigation (approved in 2020): \$395.6 million
	PWP Item No. 7829CL—Hung Shui Kiu/Ha Tsuen New Development Area stage 2 works—site formation and engineering infrastructure (approved in 2024): \$20.272 billion

Ngau Tam Mei New Development Area	<p>PWP Item No. 7F54CL—Land use review study for Ngau Tam Mei area (approved in 2021): \$49.8 million</p> <p>PWP Item No. 7F83CL—Study on green belt area in Ngau Tam Mei—Feasibility Study (approved in 2023): \$47.63 million</p>
NTN New Town	<p>PWP Item No. 7854CL—Remaining Phase Development of the New Territories North—planning and engineering study for NTN New Town and Man Kam To (approved in 2021): \$200.8 million</p>

Note: As the engineering and planning studies mentioned above cover the entirety/parts of the New Development Areas, separate figures for the provisions concerning NMUT are not available. Moreover, the aforementioned provisions do not cover any further studies or proposed construction works for NMUT.

- End -

CONTROLLING OFFICER'S REPLY

EDB252

(Question Serial No. 3892)

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) indicated that funding will be provided to public sector and Direct Subsidy Scheme primary and secondary schools admitting non-Chinese speaking (NCS) students in the coming year to facilitate the implementation of the “Chinese Language Curriculum Second Language Learning Framework” for NCS students to learn Chinese as a second language and create an inclusive learning environment in schools. In this connection, please advise this Committee of –

- (1) the utilisation of relevant funding by secondary and primary schools by district in the past 3 years;
- (2) the numbers of student beneficiaries by district in the past 3 years as the funding scheme has been implemented for years;
- (3) the effectiveness of the funding scheme, and whether EDB will review it; if yes, please set out the details.

Asked by: Hon CHENG Wing-shun, Vincent (LegCo internal reference no.: 72)

Reply:

(1) to (3)

Since the 2014/15 school year, the Education Bureau (EDB) has been providing additional funding for public sector schools (including special schools) and Direct Subsidy Scheme (DSS) schools offering the local curriculum and admitting non-Chinese speaking (NCS) students, with a view to enhancing the support for NCS students in learning Chinese as well as creating an inclusive learning environment in schools. All NCS students studying the local curriculum in public sector and DSS primary and secondary schools are benefitted. According to the information collected through the annual Student Enrolment Survey, the numbers of NCS students studying the local curriculum in public sector and DSS primary and secondary schools by district from the 2021/22 to 2023/24 school years are tabulated at **Annex.**

EDB will continue to review the implementation of various support measures (including the provision of additional funding) along the professionalism of education and the needs of students to help NCS students master the Chinese language and integrate into the community. As for the use of additional funding in schools, we have been keeping in view the situation through communications with schools and school visits. Schools generally use the above additional funding to employ additional manpower to assist teachers in designing activities and teaching materials, or procure learning and teaching resources, hire professional services, organise activities for promoting an inclusive learning environment in schools, etc. They may plan holistically on the use of the funding, having regard to NCS students' specific learning needs and school-based needs, and exercise flexibility in deploying various resources (including the additional funding for NCS students) to provide appropriate support for NCS students. Most of the schools consider that the additional funding facilitates the implementation of various school-based measures to provide appropriate support for NCS students, including enhancing the professional capacity of teachers in teaching Chinese to NCS students, developing school-based curriculum/teaching materials, adopting and adapting the complementary resources, setting appropriate learning targets for students, etc. EDB does not maintain information on the use of additional funding in schools by district.

**Number of NCS students studying the local curriculum in
public sector and DSS schools by district from the 2021/22 to 2023/24 school years**

District	Primary school			Secondary school		
	2021/22	2022/23	2023/24	2021/22	2022/23	2023/24
Central & Western	679	673	675	197	179	184
Wan Chai	1 104	1 073	1 070	871	880	866
Eastern	227	220	230	809	885	949
Southern	50	48	60	231	256	312
Sham Shui Po	920	942	936	1 960	1 919	1 945
Yau Tsim Mong	1 069	1 046	1 050	740	758	761
Kowloon City	407	440	494	326	299	297
Wong Tai Sin	303	321	339	122	138	133
Kwun Tong	816	890	911	947	916	933
Tsuen Wan	136	134	126	57	52	57
Tuen Mun	651	613	624	880	883	884
Yuen Long	1 206	1 258	1 302	756	738	743
North	52	84	99	9	12	12
Tai Po	96	102	86	130	144	137
Sha Tin	139	142	149	134	139	151
Sai Kung	327	302	316	498	480	491
Islands	1 049	1 009	1 062	1 067	1 029	994
Kwai Tsing	969	951	957	326	371	394
All districts	10 200	10 248	10 486	10 060	10 078	10 243

Notes:

1. Figures refer to the position as at mid-September of the respective school years.
2. Figures exclude special schools.
3. School districts are delineated by the District Council districts of the school premises. The districts for schools with decanting premises are based on the District Council districts of the original premises.
4. Figures include students whose ethnicity is Chinese but who are categorised as NCS students based on the spoken language at home.

- End -

CONTROLLING OFFICER'S REPLY

EDB253

(Question Serial No. 3829)

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 in paragraph 61(c) of the Budget Speech that the Government has reserved about 90 hectares of land in the Northern Metropolis for developing the Northern Metropolis University Town (NMUT), including the third medical school. In this connection, please advise this Committee of –

- (1) the drafting progress of the NMUT Development Conceptual Framework to be published in the first half of 2026, the preliminary directions and the departments/parties participating in the drafting process;
- (2) whether relevant Mainland authorities, the Shenzhen municipal government/Guangdong provincial government and relevant stakeholders will be consulted in the drafting process; if yes, of the details; if no, of the reasons;
- (3) the Government's plans for incentivising local post-secondary institutions and renowned Mainland and overseas institutions to establish a presence in NMUT, and the estimated expenditures and manpower establishment involved; and
- (4) when the tender result of the third medical school will be announced, and subsequently when the application for admission and operation of the school will commence.

Asked by: Hon KAN Wai-mun, Carmen (LegCo internal reference no.: 48)

Reply:

After consulting the Development Bureau (DEVB) and the Health Bureau, we provide a consolidated reply as follows –

The Government has reserved a total of about 90 hectares of land in the Hung Shui Kiu/Ha Tsuen New Development Area (HSK), Ngau Tam Mei New Development Area (NTM) and New Territories North New Town (NTN New Town) in the Northern Metropolis (NM) for

developing the Northern Metropolis University Town (NMUT), and will encourage local post-secondary institutions to introduce more branded programmes, research collaboration and exchange projects with renowned Mainland and overseas institutions in a flexible and innovative manner. In addition, the Government will gradually take forward the relevant work, having regard to 4 objectives and strategies, namely (a) industry-led; (b) support Hong Kong to develop into an international post-secondary education hub; (c) align with the nation's development strategies; and (d) industry-led, step by step. To align with the industry-driven and infrastructure-led approach of NM, post-secondary institutions will mainly take forward development in the area in a self-financing mode, adopt new approaches in programme planning, teaching and research to keep pace with the times, deepen collaboration with industries in the area, and proactively support the future development directions and indicators of the country and Hong Kong through nurturing talents to create strong impetus for Hong Kong's development. We are currently discussing planning matters with relevant bureaux/departments, such as the specific locations, area, uses and density of the reserved sites, and will continue to maintain close liaison with institutions interested in participating in the development of NMUT. The Education Bureau plans to publish the Northern Metropolis University Town Development Conceptual Framework in the first half of 2026, while DEVB will provide full support in terms of land and infrastructure.

The land at HSK is within the boundary of HSK stage 2 development. Funding for the relevant site formation and engineering infrastructure works was approved by the Finance Committee of the Legislative Council (LegCo) in May 2024, and the works have commenced progressively. Funding for the relevant planning and engineering study, as well as for the detailed design and site investigation, was approved by LegCo as early as 2011 and 2020, respectively.

Regarding NTM, funding for the relevant land use review study was approved by LegCo in 2021 and 2023, and funding for the detailed design was reserved in 2025. As for NTN New Town, funding for the planning and engineering study was approved by LegCo in 2021. Having completed the public engagement activities for the development proposals of NTM and NTN New Town in the first quarter this year, the Government will further develop these proposals and seek funding from LegCo in due course for the detailed design and commencement of the relevant site formation and engineering infrastructure works.

Information on the expenditures or estimates for the relevant projects is tabulated below –

	Project expenditures or estimates (in money-of-the-day (MOD) prices) ^(Note)
Hung Shui Kiu/Ha Tsuen New Development Area (stage 2)	Public Works Programme (PWP) Item No. 7733CL—Review studies on Hung Shui Kiu new development area—consultants' fees and site investigation (approved in 2011): \$66.27 million (completed, actual expenditure) [Note: This covered the entire Hung Shui Kiu/Ha Tsuen New Development Area.]
	PWP Item No. 7846CL—Hung Shui Kiu/Ha Tsuen new development area stage 2 works—detailed design and site investigation (approved in 2020): \$395.6 million

	PWP Item No. 7829CL—Hung Shui Kiu/Ha Tsuen New Development Area stage 2 works—site formation and engineering infrastructure (approved in 2024): \$20.272 billion
Ngau Tam Mei New Development Area	<p>PWP Item No. 7F54CL—Land use review study for Ngau Tam Mei area (approved in 2021): \$49.8 million</p> <p>PWP Item No. 7F83CL—Study on green belt area in Ngau Tam Mei—Feasibility Study (approved in 2023): \$47.63 million</p>
NTN New Town	PWP Item No. 7854CL—Remaining Phase Development of the New Territories North—planning and engineering study for NTN New Town and Man Kam To (approved in 2021): \$200.8 million

Note: As the engineering and planning studies mentioned above cover the entirety/parts of the New Development Areas, separate figures for the provisions concerning NMUT are not available. Moreover, the aforementioned provisions do not cover any further studies or proposed construction works for NMUT.

The Task Group on New Medical School (Task Group) issued a letter of invitation in December 2024 to local universities interested in establishing the new medical school for submission of proposals by 17 March 2025. A total of 3 proposals for the establishment of the new medical school have been received before the deadline from Hong Kong Baptist University, the Hong Kong Polytechnic University, and the Hong Kong University of Science and Technology respectively. The Task Group will assess the proposals submitted by the universities, with the assessment expected to be completed within this year and recommendations to be made to the Government. Details will be announced in due course.

- End -

CONTROLLING OFFICER'S REPLY

EDB254

(Question Serial No. 3490)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

Regarding the Diploma of Applied Education (DAE) Programme, please advise this Committee of the following –

- (1) Regarding the expenditures involved in implementing DAE Programme, please set out the respective amounts and proportions of tuition fee reimbursement and subventions to institutions.
- (2) Please set out the full-time and part-time student enrolments at various institutions by sex and age since the introduction of DAE Programme.
- (3) Does the Government have a grasp of the post-graduation status of the first cohort of full-time students? How many of them have pursued further studies and taken up employment respectively?
- (4) Does the Government have a grasp of the student enrolment in elective courses offered by institutions? If yes, what are the details; if no, what are the reasons?
- (5) Given that Maths Plus is one of the entry requirements for some civil service posts, will the Government consider reorganising it as a core course to prevent students from missing out on future career opportunities? If yes, what are the details; if no, what are the reasons?
- (6) What are the latest tuition fees for DAE programmes offered by institutions? Has an assessment mechanism been put in place by the Government?
- (7) Has the Government set aside resources to provide training for teachers of DAE programmes at relevant institutions? If yes, what are the details; if no, what are the reasons?

Asked by: Hon LEUNG Hei, Edward (LegCo internal reference no.: 127)

Reply:

(1) to (7)

The Government has launched the Diploma of Applied Education (DAE) Programme on a regular basis from the 2023/24 academic year in order to provide an alternative pathway for Secondary 6 school leavers as well as adult learners to obtain a formal qualification for the purposes of employment and further study. Students can opt to complete either the full-time or part-time programme. In the 2023/24 academic year, 3 690 and 1 612 students enrolled in the full-time and part-time DAE programmes respectively. As at December 2024, 2 399 full-time students graduated from DAE Programme. The Education Bureau (EDB) does not maintain relevant information on students by gender or post-graduation status.

In the 2025/26 academic year, DAE programmes will be offered by 7 post-secondary institutions on a self-financing basis, and the tuition fees will range from \$38,660 to \$44,680. All full-time and part-time eligible DAE students will receive government reimbursement of 30% of the tuition fees paid for each satisfactorily completed course, subject to their having attained an overall pass in the course and achieved 80% attendance or above. Needy students meeting the assessment criteria for full level or half level of assistance under the means test administered by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA) are eligible for 100% or 50% reimbursement of the tuition fees paid for each satisfactorily completed course. At the end of each academic year, institutions will submit to WFSFAA the details of the students eligible for tuition fee reimbursement, so as to facilitate the reimbursement arrangement. As at 31 January 2025, the total amount of tuition fees reimbursed to students of the 2023/24 academic year (including those part-time students who have yet to complete their Diploma Yi Jin programmes) was \$67.64 million. Since the 2024/25 academic year has not yet concluded, relevant information on the expenditure on tuition fee reimbursement is not available.

Details regarding the numbers of students enrolled in the full-time and part-time DAE programmes in the 2023/24 and 2024/25 academic years, and the latest tuition fees for DAE programmes offered by institutions in the 2025/26 academic year are at [Annex](#).

As regards the courses, DAE Programme incorporates substantial vocational and professional education and training (VPET) elements. In addition to the academic/general stream, a new VPET stream and fresh elements, such as career and life planning, and workplace experience, are also available to enhance students' employability and allow students to make informed choices according to their interests, capabilities and aspirations. In both of the 2023/24 and 2024/25 academic years, 27 students have chosen the general stream, while others, accounting for over 90% of the students, have opted for the VPET stream. Popular elective courses of DAE Programme include "Medicine and Health Sciences", "Education, Teacher Training and Sports Science" and "Security and Disciplinary Forces Studies". Regardless of the streams opted, students may consider taking Maths Plus according to their interests and aspirations. Institutions offering DAE programmes also provide advisory services for students to help them understand the design, options and articulation pathways of the programmes.

Besides, EDB provides subventions for institutions offering DAE programmes to organise support services for teachers and students. In the 2023/24 academic year, the total expenditure on relevant subventions to institutions was around \$3.7 million.

EDB will continuously oversee and keep in view the programme content, tuition fees and teacher training of DAE Programme, and review in a timely manner the relevant programme design and arrangements having regard to graduates' articulation status, thereby ensuring the quality of DAE Programme, as well as students' learning experiences and effectiveness.

Details of the Diploma of Applied Education Programme**2023/24 Academic year**

Number of students enrolled in the full-time programmes and relevant figures in the 2023/24 academic year ⁺

Institution offering full-time programmes	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
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

⁺ EDB does not maintain information on the gender of DAE students.

Number of students enrolled in the part-time programmes and relevant figures in the 2023/24 academic year

Institution offering part-time programmes	Secondary 6 school leavers	Aged 21 or above	No. of students [@]
School of Continuing Education, Hong Kong Baptist University	0	0	0
Caritas Institute of Community Education	55	325	380
Hong Kong College of Technology	24	834	858
Hong Kong Institute of Technology	19	355	374
Lingnan Institute of Further Education	0	0	0
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	0	0	0
School of Business and Information Systems, Vocational Training Council	0	0	0
UOW College Hong Kong	0	0	0
Total	98	1 514	1 612

[@] The numbers of students of the part-time programmes denote the headcount figures.

2024/25 Academic year

Number of students enrolled in the full-time programmes and relevant figures in the 2024/25 academic year⁺⁺

Institution offering full-time programmes	Secondary 6 school leavers	Aged 21 or above	No. of students
School of Continuing Education, Hong Kong Baptist University	414	69	483
Caritas Institute of Community Education	376	231	607
Hong Kong College of Technology	527	394	921
Hong Kong Institute of Technology	506	371	877
Lingnan Institute of Further Education	238	81	319
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	352	190	542
UOW College Hong Kong	46	15	61
Total	2 459	1 351	3 810

⁺⁺ As the 2024/25 academic year has not concluded yet, only the enrolment figures for this academic year are available.

2025/26 Academic year

Tuition fees for full-time programmes offered by post-secondary institutions in the 2025/26 academic year

Institution	Annual tuition fee[#] (\$)
School of Continuing Education, Hong Kong Baptist University	44,000
Caritas Institute of Community Education	40,900
Hong Kong College of Technology	44,680
Hong Kong Institute of Technology	38,660
Lingnan Institute of Further Education	44,600
Li Ka Shing School of Professional and Continuing Education, Hong Kong Metropolitan University	44,000
UOW College Hong Kong	42,900

[#] Tuition fees for part-time programmes will be calculated on a pro rata basis based on the number of course hours.

- End -

CONTROLLING OFFICER'S REPLY

EDB255

(Question Serial No. 3514)

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 non-local students pursuing medical studies in Hong Kong, please provide the following information –

- (a) Please list the respective numbers of non-local students pursuing studies in the medical and health-related disciplines in Hong Kong by country and region in the 2022/23 and 2023/24 academic years.
- (b) How many of these students are Belt and Road Scholarship awardees?
- (c) It is mentioned in the Policy Address that the Government supports the establishment of a third medical school. Universities such as Hong Kong Baptist University and the Hong Kong University of Science and Technology have already submitted proposals. What is the estimated number of non-local students to be admitted to second degree medicine programmes by all the medicine faculties in Hong Kong upon establishment of the third medical school?
- (d) As indicated in a document uploaded by the Legislative Council on 26 February, the intake places of the 2 existing medical schools in Hong Kong will increase by 60 in total, 50 of which are for admission to “second degree” medicine programmes. Can the increased intake places meet the projected shortage of healthcare manpower in Hong Kong? What is the supply-demand ratio of healthcare manpower in the future?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 42)

Reply:

(a) and (b)

Non-local student enrolment of University Grants Committee (UGC)-funded undergraduate programmes in specific healthcare-related academic programme categories in the 2022/23

and 2023/24 academic years is set out at Annex. In each of the 2022/23 and 2023/24 academic years, 1 non-local student was awarded Belt and Road Scholarship.

(c) and (d)

The Government regularly conducts healthcare manpower projections to systematically project the future healthcare manpower required to meet relevant service needs. In recent years, the Government has increased the number of subsidised places of medical programmes on several occasions, from 320 in the 2009/10 academic year to 590 in the 2024/25 academic year, representing an increase of over 80%.

According to the results of the Healthcare Manpower Projection 2023, which was the latest round of projection, the manpower shortage of medical practitioners will persist. Having regard to the projection results, the Government will increase UGC-funded places of medical programmes by 60 for the 2025/26 to 2027/28 triennium, among which 50 places will be provided for the two existing medical schools to facilitate bachelor's degree holders to pursue medicine through graduate entry track (GET). The duration of study of GET medical programmes is shorter to attract quality individuals from diverse backgrounds, with a view to training more doctors for the community to cope with the rising demand for healthcare services.

On the other hand, the Chief Executive announced in his Policy Address 2024 that the Government supports the establishment of the third medical school by a local university, with a view to nurturing more talented medical practitioners in support of the local healthcare system to provide quality service, while at the same time driving Hong Kong's development into an international medical training, research and innovation hub. The Task Group on New Medical School (Task Group), which is responsible for devising the direction and parameters for the new medical school, proposed that the new medical school should adopt an innovative strategic positioning in pursuit of complementary development with the two existing medical schools, including offering a GET medical programme to attract both local and non-local students and promoting medical innovation and scientific research development projects. The Task Group has received a total of 3 proposals before the submission deadline on 17 March 2025, which are submitted by Hong Kong Baptist University, the Hong Kong Polytechnic University and the Hong Kong University of Science and Technology respectively. The Task Group will evaluate the proposals submitted by the universities and expects to complete the evaluation and make recommendations to the Government within this year. Details will be announced in due course. The Government will closely monitor the situation and continue to review the subsidised places of medical programmes.

In addition, to provide support for meeting the demand for healthcare services, the Government will adopt a multi-pronged approach to increase the manpower of doctors through other measures, including retaining doctors in the public sector and recruiting qualified non-locally trained doctors with special registration and limited registration.

**Non-local student enrolment of University Grants Committee (UGC)-funded
first-year-first-degree programmes in specific healthcare-related
academic programme categories in the 2022/23 and 2023/24 academic years
by place of origin**

(Headcount)

Academic year	Academic programme category (APC)	Place of origin			
		Mainland China	Other parts of Asia	Other regions	Total
2022/23	Medicine	3	3	0	6
	Dentistry	-	-	-	-
	Studies allied to medicine and health	28	22	2	51
Sub-total		31	25	2	58
2023/24	Medicine	19	6	0	25
	Dentistry	-	-	-	-
	Studies allied to medicine and health	33	20	4	57
Sub-total		52	25	4	82

Notes:

1. The place of origin of non-local students is determined having regard to their nationality/place of residence.
2. “-” denotes nil; ‘0’ denotes less than 0.5.
3. Since some UGC-funded programmes are mapped to more than 1 APC, students of these programmes are counted across the APCs concerned on a pro-rata basis. Thus, the student enrolment of some APCs are decimal figures which are rounded to the nearest whole number in the table above. As such, figures may not add up to the corresponding totals.

- End -

CONTROLLING OFFICER'S REPLY

EDB256

(Question Serial No. 3516)

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 quota for admission of non-local students to the 8 University Grants Committee-funded universities in Hong Kong has been increased to 40% starting from the 2024/25 academic year. The Education Bureau of the HKSAR Government announced on 26 February that agreement had been obtained from the Ministry of Education to relax the quota for admission of Mainland students by Hong Kong Metropolitan University (HKMU), Hong Kong Shue Yan University (HKSYU), The Hang Seng University of Hong Kong (HSUHK), Hong Kong Chu Hai College (HKCHC), Tung Wah College (TWC), and the Technological and Higher Education Institute of Hong Kong under the Vocational Training Council, and to allow relevant institutions to admit students from all provinces (regions/municipalities) of the country.

Please provide the following information –

- (a) What is the respective numbers of non-local students to be admitted by the above 6 institutions after the relaxation?
- (b) How many of these students are awardees of the Belt and Road Scholarship?
- (c) Why is priority given to HKMU, HKSYU, HSUHK, HKCHC and TWC, instead of other local institutions with higher world rankings, such as The University of Hong Kong, The Chinese University of Hong Kong, Hong Kong Baptist University, City University of Hong Kong, The Hong Kong University of Science and Technology and The Hong Kong Polytechnic University, in relaxing the admission quota of non-local students?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 44)

Reply:

(a)

In accordance with the prevailing policy, save for Mainland, Macao and Taiwan (MMT) students, there is no quota restriction on the admission of non-local students to full-time locally-accredited self-financing local sub-degree, undergraduate and postgraduate programmes. Currently, there is an admission quota for MMT students enrolling in full-time locally-accredited self-financing local sub-degree and undergraduate (including top-up degree) programmes, but not for postgraduate programmes. To date, a total of 6 local self-financing post-secondary institutions have obtained approval from the Ministry of Education (MoE) to admit Mainland students to their degree programmes (including undergraduate and postgraduate programmes). The 6 institutions are Hong Kong Metropolitan University, Hong Kong Shue Yan University, The Hang Seng University of Hong Kong, Hong Kong Chu Hai College, Tung Wah College, and the Technological and Higher Education Institute of Hong Kong under the Vocational Training Council. The relevant quota for 3 of the self-financing universities (namely, Hong Kong Metropolitan University, Hong Kong Shue Yan University and The Hang Seng University of Hong Kong) is set at 20%, while the quota for the remaining 3 self-financing institutions is set at 10%.

The Education Bureau (EDB) has obtained approval from MoE to progressively relax the quota for admission of Mainland students by the 6 self-financing institutions. With effect from the 2025/26 academic year, the quota for MMT students of full-time locally-accredited self-financing local sub-degree and undergraduate (including top-up degree) programmes of the 6 institutions will be increased in phases to 40%, in accordance with an orderly and progressive approach having regard to the utilisation of the prevailing quotas by relevant institutions.

At the same time, starting from the 2025/26 academic year, EDB will rationalise the calculation methodology for the relevant quotas, with a view to providing institutions with greater certainty in admission planning, and utilising the educational resources of institutions more effectively. Specifically, the enhanced calculation will be based on each institution's total estimated intakes for the respective academic year, rather than the total student enrolment in the preceding academic year.

(b)

The Belt and Road Scholarship aims at attracting more outstanding students from countries/regions along the Belt and Road to pursue publicly-funded full-time university studies in Hong Kong. Students of the 6 self-financing institutions are not eligible to apply for the scholarship.

(c)

Starting from the 2024/25 academic year, the enrolment ceilings of non-local students (applicable to taught programmes) in Government-funded post-secondary institutions (including the 8 University Grants Committee (UGC)-funded universities) has been doubled to 40% (of local student places). In the 2024/25 academic year, the number of non-local students enrolling in UGC-funded programmes is 26 600. Among them, around 17 200 students enrol in undergraduate programmes, which is equivalent to about 23.2% of local student places. The Government is pleased to see that the funded universities have utilised the relaxed enrolment ceilings and successfully recruit more non-local students to pursue their studies in Hong Kong.

The Government has all along been adopting a pragmatic approach in reviewing the non-local student enrolment ceiling in a timely manner, and considering the extent and timing of relaxation in the light of the policy objectives of developing Hong Kong into an international post-secondary education hub and actual circumstances such as the impact on teaching quality. EDB will continue to closely monitor the number of non-local students and collaborate with institutions to attract more students from around the world to study in Hong Kong, so as to strive towards the goal of building Hong Kong into an international hub for high-calibre talent.

- End -

CONTROLLING OFFICER'S REPLY

EDB257

(Question Serial No. 3517)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

The Government will launch the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS) for local students pursuing designated taught postgraduate (TPg) programmes offered by self-financing universities (including universities of applied sciences). Please provide information on the following –

- (a) Under FTSS, scholarships will be awarded annually to up to 1 200 local students pursuing designated TPg programmes starting from the 2025/26 academic year. What are the expenditures involved?
- (b) Assuming that 1 200 local students pursuing designated TPg programmes are awarded, what will be the average amount of scholarship per student?
- (c) Please provide a list of the designated programmes.
- (d) What is the current ratio between the supply of designated programmes and the societal job demand?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 45)

Reply:

(a) to (d)

Under the Hong Kong Future Talents Scholarship Scheme for Advanced Studies (FTSS), scholarships will be awarded each year to up to 1 200 local students enrolling in designated taught postgraduate (TPg) programmes at the eight University Grants Committee-funded universities or self-financing universities (including universities of applied sciences) starting from the 2025/26 academic year. The scholarship is capped at \$100,000 per awardee, and the annual provision is \$120 million.

FTSS will focus on high-quality programmes dovetailing with Hong Kong's positioning as the "eight centres", especially those on innovation and technology, culture and art as well as other key areas such as law and intellectual property trading, etc. FTSS will, on the one

hand, nurture local high-calibre talents for the future development of Hong Kong, and on the other hand, encourage universities to offer more postgraduate programmes related to the said areas. Eligible programmes to be included in FTSS should be related to one or more of the following eight “priority areas” conducive to the development of Hong Kong –

- (i) “STEM” (Science, Technology, Engineering, and Mathematics);
- (ii) Digital transformation and innovation;
- (iii) Hong Kong as an international trading and financial centre;
- (iv) Law, dispute resolution and intellectual property trading;
- (v) East-meets-West cultural exchanges and humanities;
- (vi) Creative industries;
- (vii) Healthy living and caring community; and
- (viii) Sustainable city and regional development.

The Government will assess the TPg programmes proposed for inclusion in FTSS and the scholarship places to be allocated to each university based on the following criteria –

- (i) Relevance to the eight priority areas;
- (ii) Market needs/demands and long-term sustainability;
- (iii) Alignment with universities’ strengths and vision; and
- (iv) Uniqueness and interdisciplinary collaboration.

Scholarship applications will be assessed on a meritorious basis. The Government is currently inviting the universities to submit proposals on suitable TPg programmes and will announce the list of eligible programmes after assessment. The Government will maintain close liaison with the universities to continuously review the implementation and effectiveness of FTSS.

- End -

CONTROLLING OFFICER'S REPLY

EDB258

(Question Serial No. 3303)

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:

Under Programme (4), the Education Bureau (EDB) will continue to renew the Secondary School curriculum and enhance learning and teaching support, such as launching a pilot scheme to promote artificial intelligence-assisted teaching in junior Secondary Science. What are the implementation details of the scheme? Will EDB study establishing a “science and technology secondary school” so that students can receive specialised training in innovation and technology (I&T) at an earlier stage, thereby building a larger and broader I&T talent pool for Hong Kong? If yes, what are the details? What are the manpower and expenditure involved in the relevant study?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 237)

Reply:

The Education Bureau (EDB) is stepping up its efforts to promote digital education in primary and secondary schools. Through a range of diversified strategies, including ongoing curriculum renewal, strengthening teacher training, optimising education ancillary infrastructure, and providing resource support, EDB assists schools in harnessing innovation and technology (I&T), including artificial intelligence (AI), to enhance the digital literacy and competence of both teachers and students, and foster learning and teaching effectiveness, with a view to nurturing talents for the future.

In early 2025, EDB established the Steering Committee on Strategic Development of Digital Education (SCSDDE), which provides advice on the goals and strategies of digital education development as well as makes reference to the good experiences from Hong Kong, Mainland and overseas to facilitate academic and cross-sector collaboration and promote the development of digital education in Hong Kong. SCSDDE has commenced operation and has organised multiple engagement sessions, inviting participation of representatives from the school sector and the I&T industry.

EDB launched the “AI for Science Education” Funding Programme in the 2024/25 school year to take forward AI-assisted teaching in junior secondary Science on a pilot basis. The programme, funded by the Quality Education Fund, received an overwhelming response, with

a total of 221 successful applications from publicly-funded schools (including special schools). These schools will receive a one-off funding of \$100,000, which can be used across school years up to the 2026/27 school year. Schools may use the funding to enrol Science teachers in relevant short courses (including seminars and workshops) to address their subject development and training needs of teachers. Additionally, schools may collaborate with tertiary institutions or related professional bodies to implement support programme(s) related to AI-assisted teaching, develop relevant learning and teaching resources, and promote innovative pedagogical approaches.

Schools participating in the above programme must commit to fulfilling the following performance indicators: develop at least 2 teaching examples or sets of teaching resources with the application of AI in Science (S1-3); conduct at least 1 open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school); and conduct at least 1 experience sharing session (within or outside the school).

EDB will organise teacher network activities to collect quality examples of the use of AI in junior secondary Science, summarise schools' practices, and further promote the pedagogical application of AI to the school sector through sharing sessions and workshops.

EDB is stepping up its efforts to promote digital education in all schools in Hong Kong through the above measures in order to enhance the overall I&T knowledge and skills of students. In parallel, EDB has been stepping up the nurturing of gifted talents and encouraging schools to set up school-based student talent pool, organise or participate in quality I&T activities of reasonable scale at the school, inter-school, territory-wide or international level every year, with a view to offering students with more opportunities to unleash their potential. EDB also strengthens collaboration with the Hong Kong Academy for Gifted Education to arrange students with potential to participate in systematic training and large-scale competitions. As popularisation of I&T education and elite I&T training are mutually complementary, EDB has no plans at present to study establishing a "science and technology secondary school".

- End -

CONTROLLING OFFICER'S REPLY

EDB259

(Question Serial No. 3307)

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:

According to Programme (8), the Education Bureau will abolish the student grant of \$2,500 for secondary day-school, primary school and kindergarten students from the 2025/26 school year. Will the Government consider re-launching the student grant in the ensuing financial years if fiscal conditions permit? If yes, what are the details? If no, what are the reasons?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 234)

Reply:

The student grant was introduced in 2019 as one of the relief measures by the Government in response to the social situations at that time. The grant, which is non-means-tested, has entailed a substantial annual government expenditure of about \$2 billion. To align with the current-term Government's strategy of targeted poverty alleviation by directing resources to students most in need, and for more effective use of public resources, the Government, after careful consideration, proposed to abolish the student grant from the 2025/26 school year. This decision is considered a necessary measure in light of the prevailing circumstances. Students from families with financial difficulties will continue to receive appropriate assistance through various existing means-tested financial assistance measures. These include student financial assistance schemes administered by the Working Family and Student Financial Assistance Agency, such as the School Textbook Assistance Scheme (STAS), the Student Travel Subsidy Scheme, and the Subsidy Scheme for Internet Access Charges, as well as the School-based After-school Learning and Support Programmes, the Student Activities Support Grant (SASG), and Free Lunch at Schools offered by the Education Bureau (EDB). Among these, STAS includes not only a textbook grant but also a flat-rate grant. In the 2024/25 school year, the full rate of the flat-rate grant is \$2,652, which helps primary and secondary students with financial needs to defray various school-related expenses such as stationery, school uniforms, study aids and other non-tuition fees. In addition, schools can use the SASG to support students with financial needs to participate in life-wide learning activities organised or recognised by the schools. We will strategically allocate the limited resources to projects that directly enhance education quality, bringing more practical benefits to students' learning and growth. Hence, EDB has no plans to re-launch the student grant.

- End -

CONTROLLING OFFICER'S REPLY

EDB260

(Question Serial No. 3309)

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 Programme (7), the Education Bureau will, in the coming year, facilitate the development of universities of applied sciences (UAS) and elevate the status of vocational and professional education and training at degree level. What are the details about the additional subsidies to be provided for qualified and selected applied degree programmes? A start-up fund of \$100 million was allocated earlier for the Alliance of UAS to conduct joint promotion with industries and stakeholders, including organising international conferences, strengthening exchanges and collaboration with UAS worldwide, and initiating collaboration and research on applied education at post-secondary level. What is the usage of the fund? What are the outcomes achieved in these activities? Will there be another fund injection into the Alliance of UAS? If yes, what are the details?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 236)

Reply:

To provide an alternative pathway to success for young people who aspire to pursue careers in professional skills sectors, the Government has been promoting the establishment of universities of applied sciences (UAS), and, in February 2024, promulgated the criteria for qualifying as UAS along with the relevant mechanisms. UAS provide applied degree programmes with an applied focus blending theory and practice, and closely collaborate with professional skills sectors to 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. Subsequently, the Government announced in March and November 2024, respectively, that Hong Kong Metropolitan University (HKMU) and Saint Francis University had been confirmed as the first two UAS in Hong Kong after undergoing stringent procedures and reviews.

As mentioned in the 2024 Policy Address, the Government will continue to support the development of UAS, with a view to enhancing the status of vocational and professional education and training (VPET) at degree level and the VPET articulation pathway. With the support of the Government's fund of \$100 million, the Alliance of UAS (the Alliance) was officially established in November 2024. The Alliance's secretariat is HKMU, which will

take the lead in the development of the Alliance. The Education Bureau has set up a committee for steering and vetting the use of the start-up fund. The Alliance has been actively maintaining close ties with supporting organisations and stakeholders. Apart from having previously invited leading chambers of commerce to join a panel discussion and supporting member institutions in organising various promotion activities, the Alliance has also prepared the work plan for the year ahead and established its strategic direction for the future. These plans include fostering collaboration and joint promotion efforts among member institutions and over 80 supporting organisations from different sectors, organising international conferences, and strengthening exchanges and co-operation with Mainland and overseas UAS, thereby enhancing the status of VPET in society and among parents and students. The Government will continue to support the Alliance's efforts through the Steering Committee on the Alliance in a proactive manner.

- End -

CONTROLLING OFFICER'S REPLY

EDB261

(Question Serial No. 3326)

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 Programme (7), the Education Bureau (EDB) will continue to implement the industrial attachment programme for students in the coming year so as to enhance their employability and prepare them for a smooth transition from study to work. Will EDB explore establishing a job shadowing scheme or short-term work trial scheme through which senior secondary students can gain greater exposure to innovation and technology as well as the industrial sector, thereby encouraging young people aspiring to join these industries to plan their ways forward as early as possible; and will matching funding be offered to participating enterprises? If yes, what are the details?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 239)

Reply:

Starting from the 2014/15 academic year, the Government has allocated an annual recurrent funding of about \$18 million to the Vocational Training Council (VTC) to provide industrial attachment opportunities for about 9 000 students studying Higher Diploma programmes and certain Diploma of Vocational Education programmes, with a view to enhancing graduates' employability and helping them adapt to the workplace environment as early as possible. VTC will continue to implement the programme in the 2025/26 academic year. Moreover, VTC has all along been committed to promoting vocational and professional education and training (VPET) in secondary schools, and will also extend the scope of VPET promotion to more secondary schools and reach out to junior secondary students, while deepening collaboration with the industries to provide industry-specific activities for secondary schools and enhance students' understanding of the industries, so as to encourage young people to pursue education pathways and join industries that best suit their abilities and interests.

In addition to VTC's efforts, the Education Bureau (EDB) actively implements life planning education in schools to help students enhance self-understanding, identify their interests, abilities and orientations at an earlier stage, as well as equip them with relevant information on the multiple pathways and workplace so as to help them set goals and make better planning and preparation for further studies and career pursuits. Since the launch of the Business-School Partnership Programme (BSPP) in 2005, in collaboration with BSPP partners, EDB

has been providing secondary students with diversified career exploration activities, including career talks, workshops, workplace visits, career expos and work experience opportunities. Among all, Work Experience Movement (WEM) has encouraged more organisations and professional bodies to provide secondary students with diversified work experience opportunities so as to help students identify their career aspirations, and give them access to the knowledge of the actual operation of different businesses and tryout for the daily work of different posts. So far, more than 8 000 student participants have benefitted from WEM.

EDB has also implemented the initiative of the 2022 Policy Address. In the 2022/23 school year, EDB launched BSPP 2.0 with more business partners covering more industries and arranged a series of Holiday Work Experience Programmes (HWEP) during major school holidays (e.g. summer holidays, Christmas holidays and Easter holidays) to enable senior secondary students to gain first-hand experience of the actual operation of different industries, explore their interests and career aspirations, and develop positive work attitudes. In the past two school years, there were over 930 activities under HWEP, offering a total of more than 3 130 work experience places.

- End -

CONTROLLING OFFICER'S REPLY

EDB262

(Question Serial No. 3327)

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 Programme (7), the Education Bureau will, in the coming year, encourage institutions to offer more applied degree programmes and enhance enrolment incentive. Given the growing demand for talents in the cross-boundary e-commerce logistics industry in future, does the initiative include encouraging post-secondary institutions to establish an independent faculty or specialised department for the logistics industry? In addition, will there be any new measures to enhance the social awareness and recognition of the cross-boundary e-commerce logistics industry, so as to attract more young people to enrol in relevant programmes and join the industry? If yes, what are the details? If no, what are the reasons?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 241)

Reply:

The Government launched 2 rounds of the Pilot Project on the Development of Applied Degree Programmes (Pilot Project) in 2020 and 2023 respectively. Under the Pilot Project, 8 pilot applied degree programmes offered by 4 self-financing post-secondary institutions were selected and the Hong Kong Council for Accreditation of Academic and Vocational Qualifications was appointed as a consultant to assist institutions in developing the programmes. The 2 batches of pilot programmes were launched in the 2022/23 and 2024/25 academic years respectively. Applied degree programmes have an applied focus blending theory and practice and, through substantial internship and work-based learning opportunities as well as the active participation of various sectors, help graduates obtain the relevant qualifications recognised by the industries, thereby preparing them for careers in specific industries.

As regards the cross-boundary e-commerce logistics industry, post-secondary institutions currently offer a range of relevant programmes to respond to the manpower and training needs of the industry. The University Grants Committee-funded programmes related to the logistics industry in the 2024/25 academic year are tabulated below –

University	Programme
The Hong Kong Polytechnic University (PolyU)	Bachelor of Business Administration (Honours) in Aviation Management and Logistics
PolyU	Bachelor of Business Administration (Honours) in International Shipping and Transport Logistics
PolyU	Bachelor of Business Administration (Honours) Scheme in Global Business and Logistics, Aviation, Maritime, and Supply Chain Management
PolyU	Bachelor of Science (Honours) Scheme in Logistics and Enterprise Engineering
PolyU	Doctor of Philosophy (Logistics and Maritime Studies) (3-year full-time)
PolyU	Doctor of Philosophy (Logistics and Maritime Studies) (4-year full-time)
PolyU	Doctor of Philosophy (Logistics and Maritime Studies) (6-year part-time)

In the 2024/25 academic year, there are 4 full-time self-financing undergraduate (including top-up degree) programmes in the category of logistics under the Study Subsidy Scheme for Designated Professions/Sectors. Details are set out below –

Institution	Programme
Hong Kong Metropolitan University	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management
The Hang Seng University of Hong Kong	Bachelor of Business Administration (Honours) in Supply Chain Management
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management
UOW College Hong Kong	Bachelor of Maritime Services and Operations Management (Honours)

The Education Bureau will continue to support relevant policy bureaux and institutions in developing more applied degree programmes related to a wider range of industries, including the logistics industry, in accordance with the Guidelines on Developing Applied Degree Programmes and the established mechanism, thereby nurturing more high-quality talent equipped with applied knowledge and skills.

- End -

CONTROLLING OFFICER'S REPLY

EDB263

(Question Serial No. 3352)

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:

According to Programmes (3) and (4), the Education Bureau will take forward measures to promote primary and secondary students' mental health as an ongoing effort in the coming year. As indicated in a recent issue of the Legislative Council's Statistical Highlights, the number of fatal suicide cases of Hong Kong students has nearly doubled in the past decade. While continuously allocating more resources to address this issue, will the Government consider regularising the implementation of Three-tier School-based Emergency Mechanism in all local secondary schools, as well as piloting it in all local primary schools? If yes, what are the details?

Asked by: Hon NG Wing-ka, Jimmy (LegCo internal reference no.: 250)

Reply:

Primary and secondary schools have all along been implementing the Whole School Approach and fostering multi-disciplinary collaboration, and have established a school-based support and referral mechanism. Schools' multi-disciplinary teams (including school-based educational psychologists, guidance personnel and school social workers) assess the needs and provide 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 for further follow-up, with a view to helping them cope with difficulties in studies, social interaction or emotional development.

In addition, starting from December 2023, the Government has implemented the Three-tier School-based Emergency Mechanism (the Mechanism) through cross-departmental collaboration of the Education Bureau, Health Bureau and Social Welfare Department in all secondary schools in Hong Kong by pooling together the schools' multi-disciplinary teams, the off-campus support network and medical services so as to achieve early identification and offer support to students at higher suicidal risk. The Government announced the Mechanism would be extended till the end of 2025 and related arrangements were enhanced to support

students at higher suicidal risk. The Government will closely monitor the operation of the Mechanism and has commissioned a study to evaluate its effectiveness.

- End -

CONTROLLING OFFICER'S REPLY

EDB264

(Question Serial No. 3425)

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:

To assist bureaux and departments in reducing expenditure and ensure the proper use of public money, the relevant bureaux will review the expenditures on social welfare, healthcare and education. Will the Government advise of the cost reduction measures on education expenditure and the amount reduced?

Asked by: Hon SHIU Ka-fai (LegCo internal reference no.: 42)

Reply:

To enhance the effective use of public resources, the Education Bureau will continue to support the Government's Productivity Enhancement Programme by further reducing its recurrent expenditure by 2% in 2025-26 (about \$2 billion) and achieving the savings internally.

Apart from the above, without affecting the quality of education and the teaching profession, we will further optimise and consolidate the use of education resources and streamline procedures to improve efficiency. The key measures to be implemented in the 2025-26 financial year include –

- (1) The recurrent funding of University Grants Committee (UGC)-funded universities will be reduced by 2% in each of the coming 3 academic years (in line with the Government's reduction in operating expenditure). In addition, UGC-funded universities will return a total of \$4 billion of its General and Development Reserve Fund balance to the Government on a one-off basis;
- (2) The funding for the Vocational Training Council will be reduced by 2% in each of the coming 3 years;
- (3) As the \$2,500 student grant currently provided to all secondary-day school, primary school, special school and kindergarten (KG) students is not subject to means test, in

line with the targeted poverty alleviation strategy of the current-term Government, the student grant will no longer be provided from the 2025/26 school year (students with financial needs will continue to receive appropriate support through various means/asset-tested assistance schemes provided by the Government);

- (4) Adjustment of general subvention for publicly-funded schools and KGs (reduced by about 2%), and consolidation of grants and adjustment of the disbursement arrangements (such as providing a consolidated “Life-wide Learning and Sister School Grant” to public sector and Direct Subsidy Scheme schools); and
- (5) Setting up a task force to revamp and consolidate various grants to schools in innovative ways, such as disbursing grants to schools in the form of a block grant, so that schools may utilise the resources more flexibly based on their development needs and priorities.

On the whole, the estimated recurrent expenditure on education in 2025-26 will be reduced by \$3.9 billion (about 3.7%) compared with the 2024-25 original estimate. If the impact of 2024-25 pay adjustment (about \$2.3 billion) is excluded, there are savings of about \$6.2 billion in recurrent expenditure on education in 2025-26 compared with the 2024-25 original estimate.

- End -

CONTROLLING OFFICER'S REPLY

EDB265

(Question Serial No. 3921)

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:

On trawling for talents, please advise this Committee of the following –

Students from the Association of Southeast Asian Nations and other Belt and Road (B&R) countries are attracted to study in Hong Kong through various measures, including the B&R Scholarship. How does the Government ensure that the academic disciplines covered by the scholarship scheme can meet the future industry needs of Hong Kong? How will the Government help these students stay and work in Hong Kong after graduation so as to avoid talent drain?

Asked by: Hon TAN Yueheng (LegCo internal reference no.: 16)

Reply:

The Belt and Road (B&R) Scholarship is awarded on a meritorious basis to outstanding students from countries or regions along B&R to pursue publicly-funded full-time undergraduate programmes or research postgraduate programmes. The publicly-funded universities are formulating plans which tie in with Hong Kong's development needs, including nurturing talents for Hong Kong's development into the "eight centres" as outlined in the 14th Five-Year Plan. Since the launch of the B&R Scholarship in the 2016/17 academic year, over 680 students from 49 B&R countries have been awarded. A majority of them studied Engineering and Technology, Business Administration and Sciences. Details are set out at **Annex**.

The Government and institutions have implemented various measures to encourage non-local students, including the B&R Scholarship awardees, to stay in Hong Kong in pursuit of career development after graduation –

(i) Measures to facilitate non-local students' development in Hong Kong

The Government introduced the Immigration Arrangements for Non-local Graduates (IANG) in 2008 and further relaxed IANG in 2022 by extending the limit of stay from

12 months to 24 months, so that non-local students can apply to stay in Hong Kong to seek development opportunities upon graduation. Moreover, the Government has temporarily exempted full-time non-local postgraduate students from the restrictions on taking up part-time jobs starting from November 2023, and has extended the exemption to cover non-local undergraduate students starting from November 2024, with a view to enhancing their experience and understanding of working in Hong Kong, and providing them with a stronger incentive to stay in Hong Kong after graduation.

(ii) Employment support

Local post-secondary institutions have been encouraging non-local students to stay in Hong Kong for development upon graduation through different channels. For instance, their faculties and student affairs offices provide information related to further studies and employment as well as diversified support services, which include employment and internship opportunities, recruitment seminars, and career counselling and consultation services.

(iii) Enriched learning experience

The Government also supports post-secondary institutions in enhancing their campus facilities and providing social and personal support to facilitate student integration, so as to enable non-local students to have an enriched, fulfilling and enjoyable experience when studying in Hong Kong, and offer these non-local graduates a stronger incentive to stay in Hong Kong to pursue development and promote Hong Kong to B&R countries.

(iv) Exchange network

EDB has organised 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. Furthermore, the Government and institutions have, from time to time, invited awardees to join exchange activities, such as the B&R Summit, to tell good stories of Hong Kong.

The B&R Scholarship awardees' pursuit of further studies in Hong Kong is highly beneficial to enhancing the city's internationalisation and campus diversification, and fostering Hong Kong's development into an international hub for post-secondary education. These awardees usually keep close ties with Hong Kong after graduation, and even become promotion and liaison ambassadors for Hong Kong. Even though they may not stay in Hong Kong for long-term development, they can also establish a valuable worldwide network that enhances Hong Kong's global status and influence. These connections can promote collaboration among, inter alia, the business, technology and academic fields, thus reinforcing Hong Kong's advantage of being closely connected to the world.

The Government will continue to review the effectiveness of various measures, and introduce new measures or enhance the existing ones when necessary, with a view to attracting non-local students to stay in Hong Kong for development.

**Distribution of the Belt and Road Scholarship awardees by discipline
from the 2016/17 to 2024/25 academic years**

Discipline	No. of awardees
Architecture	3
Arts	17
Design and Performing Arts	10
Business Administration	156
Journalism and Communication	13
Computer and Information Technology	53
Education	10
Engineering and Technology	191
Law	9
Medicine and Health	27
Sciences	135
Social Sciences	59
Total	683

- End -

CONTROLLING OFFICER'S REPLY

EDB266

(Question Serial No. 3667)

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:

Students assessed with special educational needs (SEN) are provided with relevant professional training and services, such as speech therapy, physiotherapy/occupational therapy, emotional therapy and psychological counselling/therapy. Please provide information on the resources allocated for providing services to students with SEN (with a breakdown by type) and the numbers of related professionals (with a breakdown by type) in the past 5 years, as well as the resources to be allocated and the number of development plans (with a breakdown by type) for the coming 5 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 195)

Reply:

The Government adopts a dual-track mode in caring for students with special educational needs (SEN). The Education Bureau (EDB) implements the Whole School Approach (WSA) to Integrated Education (IE) in public sector ordinary schools, and encourages schools to adhere to five underlying principles, namely early identification, early intervention, WSA, home-school co-operation and cross-sector collaboration, to cater for students with SEN. To this end, on top of regular subvention, EDB has been providing ordinary schools with additional resources, professional support and teacher training. The expenditures and estimates in this regard are subsumed under the Government's recurrent expenditure. EDB also provides support to schools in catering for students' needs through School-based Educational Psychology Service and Enhanced School-based Speech Therapy Service offered by professionals. 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 pooling together school resources to provide appropriate support services, such as employing additional teachers and teaching assistants or hiring professional services, according to school-based circumstances and students' needs. The major expenditures on the additional manpower, resources and support services provided for public sector ordinary schools to implement IE in the 2020/21 to 2024/25 school years are tabulated as follows –

	2020/21	2021/22	2022/23	2023/24	2024/25 (Revised estimate)
	Expenditure (\$ million)				
School-based Educational Psychology Service	169.7	175.6	171.1	196.2	210.2
Enhanced School-based Speech Therapy Service	138.2	193.9	246.4	305.2	311.3
Special Educational Needs Coordinators	872.8	879.4	905.6	946.7	973.7
Special Educational Needs Support Teachers	807.0	865.9	945.3	1,010.6	1,090.5
Learning Support Grant	763.6	787.9	806.2	829.8	858.5

As for students with more severe or multiple disabilities, EDB will, subject to the assessment and recommendations of specialists and the consent of parents, refer these students to aided special schools for intensive support services. In addition to teaching staff, there are also specialist staff (e.g. occupational therapists, physiotherapists, speech therapists and registered nurses) to address various types of needs in special schools.

Looking ahead, EDB will continue to allocate resources and enhance measures on various aspects, including resources, manpower, professional support and teacher training, to assist public sector ordinary schools and special schools in supporting students with SEN, and provide them with diverse and comprehensive support services.

- End -

CONTROLLING OFFICER'S REPLY**EDB267****(Question Serial No. 3668)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Please provide the percentage shares of students with special educational needs in primary and secondary schools in the past 5 years, broken down into school type (e.g. special schools/ordinary schools), male-to-female ratio, banding and district.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 196)Reply:

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 2019/20 to 2023/24 school years are tabulated below –

School Year	2019/20	2020/21	2021/22	2022/23	2023/24
Primary	27 320 (9.1%)	28 650 (9.8%)	29 310 (10.5%)	29 910 (11.2%)	31 030 (12.0%)
Secondary	25 860 (10.1%)	27 990 (10.9%)	29 580 (11.6%)	31 050 (12.4%)	33 190 (13.1%)

The numbers of students with SEN studying in public sector ordinary primary and secondary schools by SEN type in the 2019/20 to 2023/24 school years are set out at [Annex 1](#). The Education Bureau (EDB) does not compile statistics on students with SEN by district and gender.

The numbers of students in each type of aided special schools in the 2019/20 to 2023/24 school years are set out in [Annex 2](#). 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 number of students by grade level, age and gender.

**Number of students with SEN studying in public sector ordinary primary and secondary schools
in the 2019/20 to 2023/24 school years ⁽¹⁾**

School Year	School Level	Intellectual Disability	Autism Spectrum Disorder	Attention Deficit/ Hyperactivity Disorder	Mental Illness ⁽²⁾	Specific Learning Difficulties	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
2019/20	Primary	810	6 400	5 500	70	11 200	110	30	390	2 810
	Secondary	790	4 410	7 660	500	11 480	140	60	310	510
2020/21	Primary	930	6 880	6 030	130	11 220	130	40	380	2 910
	Secondary	780	4 990	8 550	660	12 010	140	60	270	530
2021/22	Primary	990	6 930	5 830	130	11 590	110	30	370	3 330
	Secondary	790	5 460	9 000	780	12 450	150	60	270	620
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
2023/24	Primary	1 170	6 970	5 670	170	12 920	80	40	360	3 650
	Secondary	850	6 310	9 650	1 110	14 040	130	50	290	760

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.

**Number of students in each type of aided special schools
in the 2019/20 to 2023/24 school years ⁽¹⁾**

School Year	School Type							
	Visual Impairment	Hearing Impairment	Physical Disability	Mild Intellectual Disability ⁽²⁾	Moderate Intellectual Disability ⁽²⁾	Severe Intellectual Disability ⁽²⁾	School for Social Development	Hospital School
2019/20	119	71	903	3 295	2 103	712	647	351
2020/21	125	63	880	3 314	2 188	708	572	373
2021/22	126	57	872	3 356	2 275	717	596	312
2022/23	122	61	854	3 418	2 329	728	588	289
2023/24	124	67	862	3 513	2 449	735	633	364

Notes:

- (1) Figures refer to the position as at mid-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.

- End -

CONTROLLING OFFICER'S REPLY**EDB268****(Question Serial No. 3669)**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:

For special schools (primary and secondary sections) in the past 5 years, please provide the resources allocated (with a breakdown by type) and the numbers of students; and regarding the statistics on complaints lodged by parents of students with special educational needs, the numbers by case type, the average processing time, the approach in handling complaints (with a breakdown by type), and the numbers of cases processed. Please set out the development plans for the next 5 years, broken down into resource allocation and professional staff (such as special education teachers, guidance personnel, social workers).

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 197)Reply:

In the 2020-21 to 2024-25 financial years, the Government's overall expenditure on special education is tabulated as follows –

Financial Year	2020-21	2021-22	2022-23	2023-24	2024-25 (Revised estimate)
Expenditure (\$ billion)	3.2	3.3	3.5	3.8	3.9

In the 2019/20 to 2023/24 school years, the numbers of students in various types of aided special schools are set out at [Annex](#). The Education Bureau (EDB) will continue to review the implementation of special education, including the resources and manpower, and listen to the views of the sector and different stakeholders, as well as implement improvement measures where necessary and practicable, so as to further enhance the effectiveness of special education.

Regarding complaints handling, with effect from 1 September 2017, the Enhanced School Complaint Management Arrangements were fully implemented in all public sector and Direct Subsidy Scheme schools. Under the Enhanced Arrangements, schools are required to

formulate or enhance their school-based mechanisms and procedures for handling complaints. In the 2019/20 to 2023/24 school years, EDB received a total of 24 complaints from parents of special school students, and 23 of which had been closed. These cases were mainly related to administrative arrangements of schools, student support and student safety. As the processing time for each complaint case depends on its nature and complexity, EDB does not maintain statistics on the average processing time of cases.

**Numbers of students in various types of aided special schools
in the 2019/20 to 2023/24 school years^(Note 1)**

School Type	2019/20	2020/21	2021/22	2022/23	2023/24
Visual Impairment	119	125	126	122	124
Hearing Impairment	71	63	57	61	67
Physical Disability	903	880	872	854	862
Mild Intellectual Disability ^(Note2)	3 295	3 314	3 356	3 418	3 513
Moderate Intellectual Disability ^(Note2)	2 103	2 188	2 275	2 329	2 449
Severe Intellectual Disability ^(Note2)	712	708	717	728	735
School for Social Development	647	572	596	588	633
Hospital School	351	373	312	289	364

Notes:

- (1) Figures refer to the position as at mid-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.

- End -

CONTROLLING OFFICER'S REPLY**EDB269****(Question Serial No. 3671)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (2) Pre-primary Education, (3) Primary Education, (4) Secondary Education, (5) Special EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding the demand on services for students with special educational needs (SEN), please provide information on the resources allocated for teacher training in the past 5 years, broken down into primary and secondary school as well as kindergarten. Please also provide information on the resources allocated for future development plans (with a breakdown by type). In this regard, will the content related to special education be made compulsory element in the teacher training programmes offered by tertiary institutions, with a view to increasing the manning ratio of teachers to students with SEN to meet the service demand?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 199)Reply:

To enhance teachers' professional capacity in supporting students with special educational needs (SEN), the Education Bureau (EDB) has been providing serving teachers in ordinary schools and kindergartens (KGs) with structured training programmes in special education. The expenditures related to teacher training on special education in the 2021/22 to 2025/26 school years are tabulated below –

	Expenditure (\$ million)				
	2021/22	2022/23	2023/24	2024/25 (revised estimates)	2025/26 (estimates)
Public sector ordinary primary and secondary schools	77.0	90.2	95.2	118.9	130.6
KGs	2.9	2.9	2.3	3.2	3.5

Regarding the future development plans for public sector ordinary primary and secondary schools, in terms of in-service training, EDB has been offering a new round of the Basic, Advanced and Thematic Courses (BAT Courses) from the 2021/22 to 2026/27 school years,

with new training targets set for schools and the number of training places increased. Besides, EDB will keep arranging the approximately 120-hour Professional Development Programme for Special Educational Needs Coordinators (SENCOs) to enhance the professional capacity of SENCOs who have not yet received relevant training. EDB will continue to review and monitor the training targets and arrangements of various trainings, the training progress of teachers in catering for students with SEN, the types and numbers of students with SEN as well as the views of stakeholders, with a view to adjusting the training content and the resources for providing training to schools.

For pre-service teacher training, EDB will proactively enhance such training, whereas teacher education universities have enriched the content relating to special education of their teacher education programmes in accordance with the Guiding Framework for Teacher Education Programmes formulated in 2023 in order to equip prospective teachers with the knowledge and skills in catering for students with SEN. The related programmes will continue to be vetted by EDB and graduates who have completed the programmes and fulfilled respective course requirements will be deemed to have obtained Basic Course qualification equivalency of the BAT Courses.

As for KGs, in terms of pre-service teacher training, EDB refined the frameworks for Certificate in Early Childhood Education, Bachelor of Early Childhood Education and Postgraduate Diploma in Early Childhood Education programmes in 2018. The revised frameworks have stepped up the requirements on teaching practicum and enhanced the elements of catering for student diversity (including students at risk of developmental delay). For in-service teacher training, EDB has provided basic training on catering for students with special needs since the 2015/16 school year as well as advanced and thematic courses starting from the 2018/19 and the 2021/22 school years respectively. These training courses cover content such as fundamental knowledge and skills in early identification and intervention, multi-disciplinary collaboration and strategies related to co-ordination of support services. Regarding the future development plans for KG teacher training, apart from providing the abovementioned in-service teacher training, EDB will continue to promote an inclusive culture in KGs, make a sustained effort to provide the relevant training for more KG teachers, and promote the use of evidence-based intervention models and teaching resource packages among KG teachers, so as to enhance their professional capacity to support children with special needs.

- End -

CONTROLLING OFFICER'S REPLY

EDB270

(Question Serial No. 3672)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding special schools (primary and secondary sections), please provide information on the numbers of students and the waiting time for admission, as well as the numbers of boarding places for students and the waiting time in the past 5 years. Please also set out the information on resource allocation for relevant development plans for the coming 5 years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 200)

Reply:

Currently, the overall supply of school places in special schools is sufficient to meet the demand. Students are basically not required to wait for admission to special schools. The numbers of students and boarding places, and the average waiting time for boarders in various types of special schools in the 2019/20 to 2023/24 school years are set out at the Annex.

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). To meet the demand for boarding services for children with MoID as far as possible, the Education Bureau is constructing a new school premises at Renfrew Road, Kowloon Tong with 24 classrooms and 80 boarding places for children with MoID. The project is expected to be completed in 2026 the earliest.

**The numbers of students and boarding places, and the average waiting time for boarders in various types of special schools
in the 2019/20 to 2023/24 school years**

School type	2019/20 school year			2020/21 school year			2021/22 school year			2022/23 school year			2023/24 school year		
	No. of students (Notes 1, 2)	No. of boarding places	Average waiting time for boarders (year) (Note 4)	No. of students (Notes 1, 2)	No. of boarding places	Average waiting time for boarders (year) (Note 4)	No. of students (Notes 1, 2)	No. of boarding places	Average waiting time for boarders (year) (Note 4)	No. of students (Notes 1, 2)	No. of boarding places	Average waiting time for boarders (year) (Note 4)	No. of students (Notes 1, 2)	No. of boarding places	Average waiting time for boarders (year) (Note 4)
Mild Intellectual Disability (Note 3)	3 295	N.A.	N.A.	3 314	N.A.	N.A.	3 356	N.A.	N.A.	3 418	N.A.	N.A.	3 513	N.A.	N.A.
Moderate Intellectual Disability	2 103	343	1.9	2 188	371	1.9	2 275	407	1.3	2 329	452	1.4	2 449	497	0.9
Severe Intellectual Disability	712	402	0.6	708	426	0.4	717	421	0.3	728	421	0.2	735	429	0.1
Visual Impairment	119	106	0.1	125	110	0.1	126	110	0.2	122	108	0.1	124	108	0.1
Hearing Impairment	71	15	0.2	63	15	0.2	57	15	0.5	61	15	0.3	67	17	0.2
Physical Disability	903	280	0.7	880	280	0.2	872	280	0.2	854	280	0.3	862	265	0.1
School for Social Development (Note 3)	647	N.A.	N.A.	572	N.A.	N.A.	596	N.A.	N.A.	588	N.A.	N.A.	633	N.A.	N.A.
Hospital School (Note 3)	351	N.A.	N.A.	373	N.A.	N.A.	312	N.A.	N.A.	289	N.A.	N.A.	364	N.A.	N.A.

Notes

- (1) Figures refer to the position as at mid-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.
- (3) Boarding services are 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. Hospital School provides education service for hospitalised students and does not need to provide boarding service.
- (4) 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB271

(Question Serial No. 3688)

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:

- (1) Please provide the information for the past 3 years on the numbers of students in each type of special schools and the unit cost per capita (with a breakdown by day student, 5-day boarder, 7-day boarder, orphan and non-Chinese speaking (NCS) student);
- (2) the numbers of newly admitted students and their age (with a breakdown by day student, 5-day boarder, 7-day boarder, orphan and NCS student);
- (3) the numbers of school leavers and their age (with a breakdown by day student, 5-day boarder, 7-day boarder, orphan and NCS student); and
- (4) the numbers of special school graduates who newly waitlisted for various types of adult services (with a breakdown by day student, 5-day boarder, 7-day boarder, orphan and NCS student).

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 216)

Reply:

(1) to (4)

From the 2021/22 to 2023/24 school years, the numbers of students, numbers of boarders, average unit costs per school place, and average unit costs per boarding place of special schools are set out at [Annex 1](#); and the numbers of newly admitted students, numbers of school leavers, and numbers of graduates waiting for adult services of special schools are set out at [Annex 2](#). The admission age for special schools is 6 in general and students graduate from schools upon completion of their primary and secondary education under the respective academic structures. The Education Bureau (EDB) does not collect personal information on the background of students' parents, and is therefore unable to provide the information on orphans.

**Numbers of students ^(Note 1) and boarders (including NCS students), and
average unit costs per school place and per boarding place of special schools
in the 2021/22 to 2023/24 school years**

School type	No. of students ^(Note 3) (No. of NCS students ^(Note 4))	Average unit cost per school place (\$)	No. of boarders (No. of NCS students ^(Note 4))		Average unit cost per boarding place (\$)
			5-day boarding	7-day boarding	
2021/22 school year					
Mild Intellectual Disability ^(Note 2)	3 356 (182)	255,500	(Note 5)	(Note 5)	(Note 5)
Moderate Intellectual Disability ^(Note 2)	2 275 (199)	359,500	171 (3)	177 (6)	337,000
Severe Intellectual Disability ^(Note 2)	717 (54)	472,500	96 (4)	253 (7)	445,000
Visual Impairment	126 (9)	457,000	52 (4)	33 (1)	210,000
Hearing Impairment	57 (9)	453,500	1 (0)	9 (0)	442,500
Physical Disability	872 (44)	419,500	42 (2)	167 (0)	398,000
School for Social Development	596 (15)	259,500	(Note 5)	(Note 5)	(Note 5)
Hospital School	(Note 6)	243,500	(Note 5)	(Note 5)	(Note 5)
2022/23 school year					
Mild Intellectual Disability ^(Note 2)	3 418 (198)	268,000	(Note 5)	(Note 5)	(Note 5)
Moderate Intellectual Disability ^(Note 2)	2 329 (219)	368,500	176 (2)	193 (5)	343,000
Severe Intellectual Disability ^(Note 2)	728 (61)	485,500	93 (6)	260 (7)	456,000
Visual Impairment	122 (9)	423,500	42 (3)	37 (2)	215,000
Hearing Impairment	61 (9)	465,500	1 (0)	9 (0)	452,500
Physical Disability	854 (43)	432,500	45 (2)	174 (0)	406,000
School for Social Development	588 (15)	263,000	(Note 5)	(Note 5)	(Note 5)
Hospital School	(Note 6)	247,500	(Note 5)	(Note 5)	(Note 5)

School type	No. of students ^(Note 3) (No. of NCS students ^(Note 4))	Average unit cost per school place (\$)	No. of boarders (No. of NCS students ^(Note 4))		Average unit cost per boarding place (\$)
			5-day boarding	7-day boarding	
2023/24 school year					
Mild Intellectual Disability ^(Note 2)	3 513 (205)	285,500	(Note 5)	(Note 5)	(Note 5)
Moderate Intellectual Disability ^(Note 2)	2 449 (252)	387,000	176 (4)	270 (5)	359,500
Severe Intellectual Disability ^(Note 2)	735 (72)	515,500	75 (2)	285 (14)	474,000
Visual Impairment	124 (12)	433,500	36 (3)	41 (2)	223,000
Hearing Impairment	67 (10)	490,000	1 (0)	13 (0)	418,000
Physical Disability	862 (48)	448,500	27 (1)	180 (0)	426,500
School for Social Development	633 (14)	276,000	(Note 5)	(Note 5)	(Note 5)
Hospital School	(Note 6)	261,000	(Note 5)	(Note 5)	(Note 5)

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.
- (3) Numbers of students include that of boarders.
- (4) Numbers of NCS students cover that of students whose home language as known to EDB are not Chinese, regardless of their ethnicity.
- (5) Boarding services are 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. Hospital School provides education service for hospitalised students and does not need to provide boarding service.
- (6) Due to the transitional nature of the education services of Hospital School, it is not appropriate to provide its numbers of students.

Numbers of newly admitted students, school leavers, and graduates waiting for adult services (including NCS students) of special schools ^(Note 1) from the 2021/22 to 2023/24 school years

Item			School year		
			2021/22	2022/23	2023/24
1	No. of newly admitted students ^(Note 2) (No. of NCS students ^(Note 4))	Day place	701 (49)	749 (90)	838 (98)
		5-day boarding	71 (3)	52 (1)	48 (6)
		7-day boarding	111 (1)	153 (2)	136 (9)
2	No. of school leavers ^(Note 3) (No. of NCS students ^(Note 4))	Day place	545 (44)	650 (41)	692 (50)
		5-day boarding	57 (2)	97 (6)	78 (3)
		7-day boarding	66 (1)	76 (0)	91 (1)
3	No. of graduates waiting for adult services ^(Note 5) (No. of NCS students ^(Note 4))		61 (3)	59 (4)	50 (3)

Notes

- (1) Due to the high turnover of students of Hospital School and schools for social development, the numbers of students exclude that of students of these 2 types of schools.
- (2) Numbers of newly admitted students include that of students admitted to Primary One in a new school year and students newly admitted at any time of that school year.
- (3) Numbers of school leavers do not cover the cases of students transferring to other special schools.
- (4) Numbers of NCS students cover that of students whose home language as known to EDB are not Chinese, regardless of their ethnicity.
- (5) Information was collected from special schools in July and August of the respective school years. Figures only include the numbers of students who had ceased studies and were referred to wait for adult services (including the Day Activity Centre, Sheltered Workshop cum Hostel, and Supported Hostel).

- End -

CONTROLLING OFFICER'S REPLY

EDB272

(Question Serial No. 3689)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Regarding special education, please provide information for the past 3 school years –

- (1) staff establishment of the school section and boarding section of various types of special schools;
- (2) average unit cost per school place;
- (3) area of floor space per boarder;
- (4) number of students waiting for admission to the boarding sections of various types of special schools and the average waiting time;
- (5) average unit cost per boarding place;
- (6) departures and vacancies of specialist staff and non-specialist staff of various types of special schools in tabular form.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 217)

Reply:

(1), (2) and (5)

From the 2021/22 to 2023/24 school years, the staff establishment and average unit costs of the school section and boarding section of various types of special schools are set out at Annex 1.

(3)

Facilities in the boarding section of special schools generally include bedrooms, study area, TV/common room, dining/multi-purpose room, kitchen, laundry room, drying area, store rooms, toilets, bathrooms, etc. Warden's office, houseparents' and programme workers' office, nurse duty room/sick bay and sleep-in room(s) for staff on night shift, etc. are also provided. Provision of facilities in the boarding section of special schools is determined by different factors such as operational needs, staff establishment, number of boarding places and the special needs of students. We do not compile information on the area of floor space per boarder.

(4)

Currently, the types of special schools that provide boarding services subvented by the Education Bureau (EDB) include schools for children with moderate intellectual disability (ID), schools for children with severe ID, schools for children with physical disability, schools for children with visual impairment and the school for children with hearing impairment. EDB has been closely monitoring the supply and demand of boarding places in different types of special schools and is making great efforts to increase the boarding places in schools for children with moderate ID based on actual needs and feasibility assessment. The overall supply of boarding places in other types of special schools is sufficient to meet the demand. The numbers of students waiting for boarding services of various types of special schools and the average waiting time in the 2021/22 to 2023/24 school years are set out at Annex 2.

(6)

A stable team of teaching and non-teaching staff is generally maintained at special schools. When a specialist staff or non-specialist staff from special schools leaves the post, schools will fill the vacancy as soon as possible through recruitment. EDB also allows more flexibility for schools in deploying relevant grants to hire external staff or procure services to maintain the continuity of their work.

**Staff establishment, average unit costs per school place and per boarding place
of the school section and boarding section of various types of special schools
in the 2021/22 to 2023/24 school years**

School type	Staff establishment of school section			Staff establishment of boarding section		Average unit cost per school place (\$)	Average unit cost per boarding place (\$)
	Teaching staff (Note 1)	Non-teaching staff		Specialist staff (Note 4)	Non- specialist staff (Note 5)		
		Specialist staff (Note 2)	Non- specialist staff (Note 3)				
2021/22							
Visual Impairment	54.5	22.5	32.0	40.0	33.0	457,000	210,000
Hearing Impairment	27.2	9.5	19.0	7.0	11.0	453,500	442,500
Physical Disability	238.5	163.5	299.0	159.0	95.0	419,500	398,000
Mild Intellectual Disability (Note 6)	654.5	183.0	283.0	(Note 8)	(Note 8)	255,500	(Note 8)
Moderate Intellectual Disability (Note 6)	639.5	182.5	332.5	155.8	114.4	359,500	337,000
Severe Intellectual Disability (Note 6)	230.1	128.5	297.5	240.2	163.6	472,500	445,000
School for Social Development	214.8	29.0	107.0	(Note 8)	(Note 8)	259,500	(Note 8)
Hospital School	67.7	(Note 7)	29.0	(Note 8)	(Note 8)	243,500	(Note 8)
2022/23							
Visual Impairment	54.8	22.5	32.0	40.0	33.0	423,500	215,000
Hearing Impairment	27.5	9.5	19.0	7.0	11.0	465,500	452,500
Physical Disability	235.1	160.5	296.0	159.0	95.0	432,500	406,000
Mild Intellectual Disability (Note 6)	670.7	183.2	285.5	(Note 8)	(Note 8)	268,000	(Note 8)
Moderate Intellectual Disability (Note 6)	663.4	182.8	341.0	178.7	130.8	368,500	343,000
Severe Intellectual Disability (Note 6)	242.0	130.5	300.0	245.3	165.2	485,500	456,000
School for Social Development	215.6	29.5	108.0	(Note 8)	(Note 8)	263,000	(Note 8)
Hospital School	70.8	(Note 7)	30.0	(Note 8)	(Note 8)	247,500	(Note 8)
2023/24							
Visual Impairment	54.8	22.5	32.0	40.0	33.0	433,500	223,000
Hearing Impairment	28.0	9.5	19.0	7.0	11.0	490,000	418,000
Physical Disability	232.6	157.5	291.0	157.0	96.0	448,500	426,500
Mild Intellectual Disability (Note 6)	683.5	183.8	300.8	(Note 8)	(Note 8)	285,500	(Note 8)
Moderate Intellectual Disability (Note 6)	677.3	185.0	356.2	193.3	140.2	387,000	359,500
Severe Intellectual Disability (Note 6)	243.4	128.2	300.0	250.7	167.8	515,500	474,000
School for Social Development	217.8	30.0	108.0	(Note 8)	(Note 8)	276,000	(Note 8)
Hospital School	70.8	(Note 7)	31.0	(Note 8)	(Note 8)	261,000	(Note 8)

Notes

- (1) Teaching staff establishment excludes teachers employed under the following programmes: Resource Support Programme of the school for children with visual impairment, Enhanced Support Service of the school for children with hearing impairment, and Home-bound Teaching Programme of the Hospital School.
- (2) Specialist staff establishment of school section includes occupational therapist, physiotherapist, speech therapist, occupational therapy assistant, registered nurse, educational psychologist, school social worker and braille staff.

- (3) Non-specialist staff establishment of school section includes teacher assistant, laboratory technician, school executive officer, workshop attendant, artisan, driver, clerical staff and janitor staff.
- (4) Specialist staff establishment of boarding section includes warden, assistant warden, houseparent-in-charge, houseparent, programme worker and nurse.
- (5) Non-specialist staff establishment of boarding section includes clerical assistant, janitor staff, cook and watchman.
- (6) If a school for children with intellectual disability operates classes for children with different levels of intellectual disability, such figures are categorised according to the respective class types.
- (7) Specialist services for the Hospital School are provided by hospitals.
- (8) Boarding services are 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. Hospital School provides education service for hospitalised students and does not need to provide boarding service.

**Numbers of students waiting for boarding services of various types of special schools
and the average waiting time in the 2021/22 to 2023/24 school years**

<div> <div>Number</div> <div>School type <small>(Note 1)</small></div> </div>	2021/22 school year		2022/23 school year		2023/24 school year	
	No. of students <small>(Note 2)</small>	Average waiting time (year) <small>(Note 3)</small>	No. of students <small>(Note 2)</small>	Average waiting time (year) <small>(Note 3)</small>	No. of students <small>(Note 2)</small>	Average waiting time (year) <small>(Note 3)</small>
Visual Impairment	0	0.2	0	0.1	0	0.1
Hearing Impairment	0	0.5	0	0.3	0	0.2
Physical Disability	0	0.2	0	0.3	3	0.1
Moderate Intellectual Disability	120	1.3	97	1.4	93	0.9
Severe Intellectual Disability	11	0.3	4	0.2	3	0.1

Notes

- (1) Schools for children with mild intellectual disability do not provide boarding service; residential home services provided in schools for social development are subvented by the Social Welfare Department; the Hospital School provides education services to hospitalised students and does not need to provide boarding service.
- (2) Figures refer to the position as at mid-September of the respective school years, which include cases of different situations, e.g. cases of deferred admission on the request of parents and cases of parents rejecting the boarding placement offered by EDB owing to their request for admission to the boarding section of a specific school.
- (3) Figures refer to the average waiting time for general cases. Admission process of individual cases with special circumstances may take longer than usual.

- End -

CONTROLLING OFFICER'S REPLY**EDB273****(Question Serial No. 3690)**Head: (156) Government Secretariat: Education BureauSubhead (No. & title): (-) Not specifiedProgramme: (5) Special EducationControlling Officer: Permanent Secretary for Education (Ms Michelle LI)Director of Bureau: Secretary for EducationQuestion:

Regarding the “Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity in Aided Special Schools”, please provide information for the past 3 school years in the following table format –

The numbers of student beneficiaries by type of special school –

		2021-2022	2022-2023	2023-2024
Type of special school	Day student			
	5-day boarder			
	7-day boarder			

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 218)

Reply:

Starting from the 2014/15 school year, an Additional Support Grant for Enhancing the Support for Boarders with Medical Complexity (MC) in Aided Special Schools (Additional Support Grant) has been provided to special schools with a boarding section. The amount of grant is calculated based on the number of eligible boarders. Starting from the 2017/18 school year, the Additional Support Grant has been extended to cover day students with MC. Since there is only 1 special school in certain type, it is not desirable to provide relevant information by type of special schools to avoid labelling effect on the school. The numbers of boarders, day students and day student-cum-boarders eligible for the Additional Support Grant in the 2021/22 to 2023/24 school years are tabulated as follows –

School year	2021/22	2022/23	2023/24
5-day boarder	107	95	81
7-day boarder	240	300	351
Day student and day student-cum-boarder	672	751	827

- End -

CONTROLLING OFFICER'S REPLY

EDB274

(Question Serial No. 3691)

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 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 grade level in primary and secondary schools;

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 219)

Reply:

(1) and (4)

In the 2021/22 to 2023/24 school years, the respective establishment of educational psychologists (EPs) for School-based Educational Psychology Service (SBEPS) in public sector ordinary primary and secondary schools was 181, 186 and 198.5 posts. The wastage rates were 11.0% and 20.8% in the 2021/22 and 2022/23 school years respectively, and 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 possible to set out the number of vacancies by school years.

In the 2021/22 to 2023/24 school years, the respective EP establishment in aided special schools remained at 21 posts. As EPs in aided special schools are employed by school sponsoring bodies (SSBs) or school clusters, we do not collect information on the wastage rates and vacancies of EPs in these schools. In addition, 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 staffing, wastage rates and vacancies of EPs in these schools.

(2), (3) and (5)

Regarding public sector ordinary primary and secondary schools, as the EP establishment is arranged by the Education Bureau (EDB) and SSBs on the basis of the number of schools, each EP generally serves 4 to 6 schools at present. In general, the average number of visit days paid by EPs to each school is around 20 per school year. For schools receiving the Enhanced SBEPS due to a comparatively large number of students with special educational needs, the average number of visit days to each school is around 30 per school year. As for aided special schools, 21 EPs in the staff establishment serve a total of 61 schools in Hong Kong, with the exception of the Hospital School, for which specialist services are provided by hospitals. EPs generally pay more visits to aided special schools than to ordinary schools to meet the needs of special schools.

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. In general, EPs adopt a multi-disciplinary approach to collaborate with teachers, social workers, etc., to jointly support students in need, in accordance with the principle of Whole School Approach. Their services also benefit students at large.

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. In the past 3 school years (from the 2021/22 to 2023/24 school years), an average of about 85% of the cases referred to school-based EPs in public sector ordinary primary and secondary schools were assessed within 2 months. 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.

- End -

CONTROLLING OFFICER'S REPLY**EDB275****(Question Serial No. 3745)**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 Study Subsidy Scheme for Designated Professions/Sectors, through which the Government subsidises students in pursuing designated self-financing undergraduate and sub-degree programmes each academic year –

- (a) Please use the table below to provide information on programmes offered in the academic years from 2019/20 to 2024/25 –

Programme	Institution	No. of subsidised places	Actual intake (including subsidised and self-financed places)	Annual tuition fee (before deduction of subsidy)	Annual subsidy amount

- (b) Please use the table below to provide information on undergraduate programmes to be offered in the 2025/26 academic year –

Programme	Institution	No. of subsidised places	Actual total intake (including subsidised and self-financed places)	Estimated annual tuition fee (before deduction of subsidy)	Estimated annual subsidy amount

- (c) Please use the table below to provide information on sub-degree programmes to be offered in the 2025/26 academic year –

Programme	Institution	No. of subsidised places	Estimated total intake (including subsidised and self-financed places)	Estimated annual tuition fee (before deduction of subsidy)	Estimated annual subsidy amount

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 37)

Reply:

(a) to (c)

Information on the programmes under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP) for the cohorts admitted from the 2019/20 to 2025/26 academic years is set out at Annex 1 (undergraduate programmes) and Annex 2 (sub-degree programmes).

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2019/20 academic year)**
**Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount**

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College (Note 1)	Bachelor of Science (Honours) in Architecture	70	28	71,500	41,700
	Bachelor of Science (Honours) in Computer Science	30	3	71,500	41,700
Hong Kong Metropolitan University (Note 2)	Bachelor of Computing with Honours in Internet Technology	60	22	74,166	41,700
	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	48	76,115	41,700
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	62	95,491	72,800
	Bachelor of Fine Arts with Honours in Cinematic Design and Photographic Digital Art	80	38	82,365	72,800
	Bachelor of Business Administration with Honours in Business Intelligence and Analytics	50	11	86,118	41,700
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	15	86,118	41,700
	Bachelor of Nursing with Honours in General Health Care	325	332	120,481	72,800
	Bachelor of Nursing with Honours in Mental Health Care	125	108	120,481	72,800
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	15	86,118	41,700
	Bachelor of Sports and Recreation Management with Honours	40	41	86,118	41,700
	Bachelor of Engineering with Honours in Testing and Certification	100	31	103,962	72,800
	Bachelor of International Hospitality and Attractions Management with Honours	80	39	86,118	41,700
Saint Francis University (Note 3)	Bachelor of Science (Honours) in Digital Entertainment	30	9	76,310	41,700
	Bachelor of Nursing (Honours)	360	359	108,850	72,800
The Hang Seng University of Hong Kong	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	60	39	86,750	41,700
	Bachelor of Management Science and Information Management (Honours)	65	64	86,750	41,700

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	73	86,750	41,700
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	86,750	41,700
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	121	86,750	41,700
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	318	114,460	72,800
	Bachelor of Science (Honours) in Medical Laboratory Science	45	45	130,750	72,800
	Bachelor of Science (Honours) in Occupational Therapy	50	50	138,290	72,800
	Bachelor of Science (Honours) in Physiotherapy	50	50	140,675	72,800
	Bachelor of Science (Honours) in Radiation Therapy	15	15	138,523	72,800
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Horticulture and Landscape Management	60	14	97,845	41,700
	Bachelor of Arts (Honours) in Landscape Architecture	45	12	97,845	41,700
	Bachelor of Engineering (Honours) in Building Services Engineering	60	8	101,310	72,800
	Bachelor of Engineering (Honours) in Civil Engineering	90	22	105,930	72,800
	Bachelor of Engineering (Honours) in Environmental Engineering and Management	60	14	101,310	72,800
	Bachelor of Science (Honours) in Surveying	60	20	97,845	41,700
	Bachelor of Science (Honours) in Information and Communications Technology	66	17	81,510	41,700
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	13	97,845	41,700
	Bachelor of Arts (Honours) in Fashion Design	60	29	101,310	72,800
	Bachelor of Arts (Honours) in Product Design	60	14	101,310	72,800
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	40	32	105,930	41,700
	Bachelor of Arts (Honours) in Culinary Arts and Management	60	11	97,845	41,700
Total		3 176	2 173		

- Note 1: Chu Hai College of Higher Education was retitled as Hong Kong Chu Hai College with effect from 4 January 2023.
- Note 2: The Open University of Hong Kong was retitled as Hong Kong Metropolitan University with effect from 1 September 2021.
- Note 3: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 9 January 2024.

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

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	60	18	71,500	42,800
	Bachelor of Science (Honours) in Computer Science	30	1	71,500	42,800
	Bachelor of Arts (Honours) in Communication and Crossmedia	30	4	71,500	42,800
Hong Kong Metropolitan University	Bachelor of Computing with Honours in Internet Technology	60	27	75,920	42,800
	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	28	77,880	42,800
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	57	97,760	74,600
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art (Note 1)	80	31	83,690	74,600
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	80	6	88,150	42,800
	Bachelor of Nursing with Honours in General Health Care	325	325	123,360	74,600
	Bachelor of Nursing with Honours in Mental Health Care	125	125	123,360	74,600
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	10	88,150	42,800
	Bachelor of Sports and Recreation Management with Honours	40	38	88,150	42,800
	Bachelor of Engineering with Honours in Testing and Certification	100	16	106,420	74,600
	Bachelor of Science with Honours in Testing Science and Certification	30	29	80,280	74,600
	Bachelor of International Hospitality and Attractions Management with Honours	80	24	88,150	42,800
	Bachelor of Science (Honours) in Digital Entertainment Technology (Note 2)	30	20	78,140	42,800
	Bachelor of Nursing (Honours)	360	360	111,460	74,600
The Hang Seng University of Hong Kong	Bachelor of Arts (Honours) in Applied and Human-Centred Computing	60	36	89,275	42,800

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Management Science and Information Management (Honours)	65	62	89,275	42,800
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	65	89,275	42,800
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	31	89,275	42,800
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	106	89,275	42,800
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	348	117,900	74,600
	Bachelor of Science (Honours) in Medical Laboratory Science	45	43	137,275	74,600
	Bachelor of Science (Honours) in Occupational Therapy	50	50	145,200	74,600
	Bachelor of Science (Honours) in Physiotherapy	50	50	147,700	74,600
	Bachelor of Science (Honours) in Radiation Therapy	15	13	141,825	74,600
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	45	10	100,155	42,800
	Bachelor of Engineering (Honours) in Civil Engineering	90	15	108,405	74,600
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 3)	60	14	100,155	42,800
	Bachelor of Science (Honours) in Surveying	60	9	100,155	42,800
	Bachelor of Science (Honours) in Information and Communications Technology	66	4	83,490	42,800
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	4	100,155	42,800
	Bachelor of Arts (Honours) in Fashion Design	60	18	103,785	74,600
	Bachelor of Arts (Honours) in Product Design	60	10	103,785	74,600
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	60	13	108,405	42,800
	Bachelor of Arts (Honours) in Culinary Arts and Management	40	7	100,155	42,800
Total		3 056	2 027		

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

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

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	60	14	71,500	44,100
	Bachelor of Science (Honours) in Computer Science	30	2	71,500	44,100
	Bachelor of Arts (Honours) in Communication and Crossmedia	30	1	71,500	44,100
Hong Kong Metropolitan University	Bachelor of Computing with Honours in Internet Technology	60	16	78,120	44,100
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	20	78,120	44,100
	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	35	80,120	44,100
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	52	100,560	76,800
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	21	86,110	76,800
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	40	7	90,704	44,100
	Bachelor of Nursing with Honours in General Health Care	325	348	126,920	76,800
	Bachelor of Nursing with Honours in Mental Health Care	125	140	126,920	76,800
	Bachelor of Science with Honours in Physiotherapy	40	51	164,600	76,800
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	50	8	90,704	44,100
	Bachelor of Sports and Recreation Management with Honours	40	41	90,704	44,100
	Bachelor of Engineering with Honours in Testing and Certification	100	7	109,480	76,800
	Bachelor of Science with Honours in Food Testing Science	30	32	85,320	76,800
	Bachelor of Science with Honours in Testing Science and Certification	30	16	82,600	76,800
	Bachelor of International Hospitality and Attractions Management with Honours	80	16	90,704	44,100
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	30	10	74,280	44,100

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Saint Francis University	Bachelor of Science (Honours) in Artificial Intelligence	30	13	80,400	44,100
	Bachelor of Science (Honours) in Digital Entertainment Technology	30	5	80,400	44,100
	Bachelor of Nursing (Honours)	400	400	114,690	76,800
	Bachelor of Science (Honours) in Physiotherapy	50	59	154,350	76,800
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing (Note)	60	33	91,855	44,100
	Bachelor of Arts (Honours) in Art and Design	40	37	114,005	76,800
	Bachelor of Management Science and Information Management (Honours)	65	49	91,855	44,100
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	47	91,855	44,100
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	20	91,855	44,100
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	114	91,855	44,100
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	390	121,300	76,800
	Bachelor of Science (Honours) in Medical Laboratory Science	45	46	142,775	76,800
	Bachelor of Science (Honours) in Occupational Therapy	60	60	151,000	76,800
	Bachelor of Science (Honours) in Physiotherapy	50	50	153,600	76,800
	Bachelor of Science (Honours) in Radiation Therapy	15	15	147,500	76,800
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	25	11	71,500	44,100
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	40	8	102,960	44,100
	Bachelor of Engineering (Honours) in Civil Engineering	50	14	111,540	76,800
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management	50	7	102,960	44,100
	Bachelor of Science (Honours) in Surveying	50	15	102,960	44,100
	Bachelor of Science (Honours) in Information and Communications Technology	40	11	85,800	44,100
	Bachelor of Science (Honours) in Multimedia Technology and Innovation	30	2	102,960	44,100
	Bachelor of Arts (Honours) in Fashion Design	50	12	106,755	76,800

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Arts (Honours) in Product Design	45	15	106,755	76,800
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	50	14	111,540	44,100
	Bachelor of Arts (Honours) in Culinary Arts and Management	30	8	102,960	44,100
Total		3 200	2 292		

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

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

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	60	8	71,718	44,240
	Bachelor of Science (Honours) in Computer Science	20	1	71,718	44,240
	Bachelor of Arts (Honours) in Communication and Crossmedia	20	6	71,718	44,240
Hong Kong Metropolitan University	Bachelor of Computing with Honours in Internet Technology	60	16	78,320	44,240
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	25	20	78,320	44,240
	Bachelor of Arts with Honours in Creative Writing and Film Arts	80	30	80,320	44,240
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	80	69	100,840	77,040
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	80	28	86,360	77,040
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	30	15	90,940	44,240
	Bachelor of Nursing with Honours in General Health Care	385	398	127,280	77,040
	Bachelor of Nursing with Honours in Mental Health Care	125	122	127,280	77,040
	Bachelor of Science with Honours in Physiotherapy	50	50	165,050	77,040
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	40	18	90,940	44,240
	Bachelor of Sports and Recreation Management with Honours	40	37	90,940	44,240
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 1 and Note 2)	50	22	109,760	77,040
	Bachelor of Science with Honours in Food Testing Science	55	37	85,520	77,040
	Bachelor of Science with Honours in Testing Science and Certification	55	16	82,800	77,040
	Bachelor of International Hospitality and Attractions Management with Honours	80	15	90,940	44,240
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	30	24	74,502	44,240

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Saint Francis University	Bachelor of Science (Honours) in Artificial Intelligence	30	11	80,640	44,240
	Bachelor of Science (Honours) in Digital Entertainment Technology	30	5	80,640	44,240
	Bachelor of Nursing (Honours) (Note 2)	520 (Note 3)	519	115,030	77,040
	Bachelor of Science (Honours) in Physiotherapy	50	60	154,810	77,040
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	60	44	92,435	44,240
	Bachelor of Arts (Honours) in Art and Design	40	35	114,650	77,040
	Bachelor of Management Science and Information Management (Honours)	65	30	92,435	44,240
	Bachelor of Science (Honours) in Data Science and Business Intelligence	70	48	92,435	44,240
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	35	14	92,435	44,240
	Bachelor of Business Administration (Honours) in Supply Chain Management	105	99	92,435	44,240
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	350	340	121,660	77,040
	Bachelor of Science (Honours) in Applied Gerontology (Note 2)	50	5	82,140	44,240
	Bachelor of Science (Honours) in Medical Laboratory Science	45	44	146,050	77,040
	Bachelor of Science (Honours) in Occupational Therapy	60	64	154,460	77,040
	Bachelor of Science (Honours) in Physiotherapy	50	55	157,120	77,040
	Bachelor of Science (Honours) in Radiation Therapy	20	20	150,880	77,040
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	25	7	71,500	44,240
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	25	3	103,125	44,240
	Bachelor of Engineering (Honours) in Civil Engineering	30	9	111,870	77,040
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 2)	25	8	103,125	44,240
	Bachelor of Science (Honours) in Surveying	25	11	103,125	44,240
	Bachelor of Arts (Honours) in Fashion Design	40	9	106,920	77,040
	Bachelor of Arts (Honours) in Product Design	25	8	106,920	77,040

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	30	12	111,870	44,240
	Bachelor of Arts (Honours) in Culinary Arts and Management	25	9	103,125	44,240
Total		3 195	2 401		

Note 1: 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 2: The programme was selected for the first round of the Education Bureau (EDB)'s Pilot Project on the Development of Applied Degree Programmes.

Note 3: 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 first quarter of 2022.

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,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	First-year-first-degree (FYFD)	60	9	72,865	44,950
		Top-up degree (TUD)	45	26	73,713/ 75,410	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13	89,595	78,280
		TUD	18	24	90,458/ 86,840	
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	38	89,595	78,280
	Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	18	24	90,458/ 86,840	
	Bachelor of Science with Honours in Computer Science	FYFD	40	46	79,560	44,950
		TUD	55	96	79,560	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	25	33	79,560	44,950
		TUD	15	28	79,560	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	60	42	81,560	44,950
		TUD	35	50	81,560	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	67	102,400	78,280
		TUD	30	30	102,400	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	60	19	87,680	78,280
		TUD	42	19	86,400/ 85,120	
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 1)	FYFD	30	19	92,382	44,950
	Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	6	92,382	
	Bachelor of Nursing with Honours in General Health Care	FYFD	385	383	129,280	78,280

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	132	129,280	78,280
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	102	167,600	78,280
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	57	167,600	78,280
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management (Note 2)	FYFD	40	18	92,382	44,950
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	TUD	17	13	92,382	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3)	FYFD	40	46	92,382	44,950
	Bachelor of Sports and Recreation Management with Honours	TUD	94	135	92,382	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 4)	FYFD	50	51	111,480	78,280
		TUD	5	0	111,480	
	Bachelor of Science with Honours in Analytical Testing Science (Note 5)	FYFD	30	16	84,080	78,280
	Bachelor of Science with Honours in Testing Science and Certification	TUD	24	11	84,080	
	Bachelor of Science with Honours in Food Testing Science	FYFD	55	22	86,840	78,280
		TUD	35	36	86,840	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 6)	FYFD	60	29	92,382	44,950
	Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	40	92,382	
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	13	75,694	44,950
		TUD	19	4	75,694	

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	1	80,965	44,950
		TUD	9	3	82,693/ 84,320	
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	10	81,930	44,950
		TUD	15	6	81,930	
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	10	81,930	44,950
		TUD	7	2	81,930	
	Bachelor of Nursing (Honours) (Note 4)	FYFD	640 (Note 7)	639	116,870	78,280
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	65	157,280	78,280
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	33	93,905	44,950
		TUD	30	19	99,680	
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	32	116,480	78,280
		TUD	10	10	118,403/ 122,250	
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	20	93,905	44,950
		TUD	25	14	99,680	
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	41	93,905	44,950
		TUD	30	21	99,680	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	17	93,905	44,950
		TUD	15	5	95,830/ 99,680	
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	104	93,905	44,950
		TUD	60	54	99,680	
Tung Wah College	Bachelor of Health Science (Honours) in Nursing	FYFD	400	399	123,600	78,280
		TUD	130	134	144,590	
	Bachelor of Science (Honours) in Applied Gerontology (Note 4)	FYFD	50	14	83,450	44,950
		TUD	50	20	83,450	
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	44	148,380	78,280
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	60	156,930	78,280
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	62	159,630	78,280
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	20	7	72,000	44,950
		TUD	11	7	75,000	

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	20	4	104,775	44,950
		TUD	23	12	104,775	
	Bachelor of Engineering (Honours) in Building Services Engineering	FYFD	25	0	108,570	78,280
		TUD	100	133	107,250	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	40	11	113,520	78,280
		TUD	70	98	113,520	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 4)	FYFD	25	4	104,775	44,950
		TUD	27	15	104,775	
	Bachelor of Science (Honours) in Surveying	FYFD	40	5	104,775	44,950
		TUD	30	12	104,775	
	Bachelor of Arts (Honours) in Fashion Design	FYFD	40	14	108,570	78,280
		TUD	24	11	105,765	
	Bachelor of Arts (Honours) in Product Design	FYFD	20	5	108,570	78,280
		TUD	15	9	105,765	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	30	11	113,520	44,950
		TUD	90	107	113,520	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	20	7	104,775	44,950
		TUD	15	12	104,775	
Total			4 695	4 040		

Note: SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: 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 2: The programme was renamed in Chinese only in the 2023/24 academic year.

Note 3: 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 4: The programme was selected for the first round of EDB's Pilot Project on the Development of Applied Degree Programmes.

Note 5: 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 6: 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 7: 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.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2024/25 academic year)
Designated undergraduate programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20	13	74,245	45,810
		TUD	45	2	75,110/ 76,840	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	25	13	91,280	79,770
		TUD	30	14	92,170/ 88,480	
	Bachelor of Engineering with Honours in Civil Engineering	FYFD	40	44	91,280	79,770
	Bachelor of Engineering with Honours in Civil Engineering (Note 1) / Bachelor of Engineering with Honours in Civil and Environmental Engineering	TUD	25	30	92,170/ 88,480	
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	17	120,000	45,810
	Bachelor of Science with Honours in Computer Science	FYFD	45	60	81,070	45,810
		TUD	80	65	81,070	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	43	81,070	45,810
		TUD	30	22	81,070	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	41	83,080	45,810
		TUD	55	41	83,080	
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	45	22	108,000	45,810
		TUD	15	12	108,000	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	80	104,330	79,770
		TUD	30	30	104,330	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	35	35	89,320	79,770
		TUD	30	19	88,040/ 86,730	
	Bachelor of Business Administration with Honours in Finance and Financial Technology	FYFD	30	25	94,130	45,810

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2) / Bachelor of Business Administration with Honours in Financial Technology and Innovation	TUD	10	7	94,130	
	Bachelor of Nursing with Honours in General Health Care	FYFD	400	418	131,730	79,770
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	125	135	131,730	79,770
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	63	170,710	79,770
	Bachelor of Science with Honours in Physiotherapy	FYFD	50	55	170,780	79,770
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	30	21	94,130	45,810
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	TUD	17	12	94,130	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3)	FYFD	40	49	94,130	50,810
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3 and Note 4) / Bachelor of Sports and Recreation Management with Honours (Note 3)	TUD	114	125	94,130	
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification (Note 5)	FYFD	55	69	113,590	87,770
		TUD	15	5	113,590	
	Bachelor of Science with Honours in Analytical Testing Science	FYFD	30	30	85,650	79,770

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Science with Honours in Analytical Testing Science (Note 6) / Bachelor of Science with Honours in Testing Science and Certification	TUD	30	9	85,650	79,770
	Bachelor of Science with Honours in Food Testing Science	FYFD	30	45	88,460	
		TUD	50	35	88,460	
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management	FYFD	50	37	94,130	45,810
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 7) / Bachelor of International Hospitality and Attractions Management with Honours	TUD	62	51	94,130	
Hong Kong Shue Yan University	Bachelor of Commerce (Honours) in Financial Technology	FYFD	30	14	77,132	45,810
		TUD	19	2	77,132	
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	10	13	82,495	45,810
		TUD	10	7	84,257/ 85,915	
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	20	25	83,480	45,810
		TUD	10	5	83,480	
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	20	17	83,480	45,810
		TUD	10	4	83,480	
	Bachelor of Nursing (Honours) (Note 5)	FYFD	640	640	119,090	87,770
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	63	160,260	79,770
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management (Note 3)	FYFD	15	26	82,495	50,810
		TUD	9	4	84,257/ 85,915	
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	60	47	95,685	45,810
		TUD	30	24	101,570	
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	40	118,690	79,770
		TUD	10	9	120,650/ 124,570	
	Bachelor of Management Science and Information Management (Honours)	FYFD	65	45	95,685	45,810
		TUD	25	8	101,570	

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	70	43	95,685	45,810
		TUD	30	16	101,570	
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	27	95,685	45,810
		TUD	15	3	101,570	
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	106	95,685	45,810
		TUD	60	58	101,570	
Tung Wah College	Bachelor of Health Information and Services Management (Honours) (Note 3)	FYFD	25	18	72,180	50,810
		TUD	15	10	81,290	
	Bachelor of Health Science (Honours) in Nursing	FYFD	400	404	125,940	79,770
		TUD	130	130	147,330	
	Bachelor of Science (Honours) in Applied Gerontology (Note 5)	FYFD	40	12	85,030	50,810
		TUD	40	42	85,030	
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	45	151,190	79,770
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	68	159,910	79,770
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	59	162,660	79,770
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	25	156,200	79,770
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	19	73,200	45,810
		TUD	10	8	76,200	
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	3	73,200	45,810
		TUD	10	3	76,200	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	10	106,755	45,810
		TUD	23	13	106,755	
	Bachelor of Engineering (Honours) in Building Services Engineering (Note 3)	FYFD	10	7	110,550	87,770
		TUD	120	100	109,230	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	25	13	115,665	79,770
		TUD	90	104	115,665	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management (Note 5)	FYFD	15	8	106,755	50,810
		TUD	27	15	106,755	
	Bachelor of Science (Honours) in Surveying	FYFD	15	11	106,755	45,810
		TUD	25	14	106,755	

Institution	Programme	Programme type (Note)	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Bachelor of Arts (Honours) in Fashion Design	FYFD	25	17	110,550	79,770
		TUD	24	16	107,745	
	Bachelor of Arts (Honours) in Product Design	FYFD	15	5	110,550	79,770
		TUD	15	10	107,745	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	25	24	115,665	45,810
		TUD	110	92	115,665	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	15	7	106,755	45,810
		TUD	15	13	106,755	
Total			4 825	4 365		

Note: SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 2 Entry was renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 2 Entry in the 2024/25 academic year.

Note 2: Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 2 Entry in the 2024/25 academic year.

Note 3: The programme was selected for the second round of EDB's Pilot Project on the Development of Applied Degree Programmes.

Note 4: Bachelor of Sports and Recreation Management with Honours - Year 2 Entry was renamed as 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: Bachelor of Science with Honours in Testing Science and Certification - Year 2 Entry was renamed as Bachelor of Science with Honours in Analytical Testing Science - Year 2 Entry in the 2024/25 academic year.

Note 7: Bachelor of International Hospitality and Attractions Management with Honours - Year 2 Entry was renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 2 Entry in the 2024/25 academic year.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated undergraduate programmes, number of subsidised places,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	Programme type (Note)	No. of subsidised places	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Chu Hai College	Bachelor of Science (Honours) in Architecture	FYFD	20	75,600	46,780
		TUD	40	76,467/ 78,200	
Hong Kong Metropolitan University	Bachelor of Engineering with Honours in Building Services Engineering and Sustainable Development	FYFD	20	93,190	81,450
		TUD	25	94,100/ 90,330	
	Bachelor of Engineering with Honours in Civil Engineering (Note 1)	FYFD	45	93,190	81,450
		TUD	35	94,100/ 90,330	
	Bachelor of Science with Honours in Construction Management and Quantity Surveying	FYFD	25	122,520	46,780
		TUD	10	122,520	
	Bachelor of Science with Honours in Computer Science	FYFD	50	82,770	46,780
		TUD	75	82,770	
	Bachelor of Science with Honours in Data Science and Artificial Intelligence	FYFD	35	82,770	46,780
		TUD	30	82,770	
	Bachelor of Arts with Honours in Creative Writing and Film Arts	FYFD	50	84,820	46,780
		TUD	55	84,820	
	Bachelor of Arts with Honours in New Music and Interactive Entertainment	FYFD	40	110,260	81,450
		TUD	25	110,260	
	Bachelor of Fine Arts with Honours in Animation and Visual Effects	FYFD	80	106,520	81,450
		TUD	30	106,520	
	Bachelor of Fine Arts with Honours in Imaging Design and Digital Art	FYFD	30	91,190	81,450
		TUD	30	89,880/ 88,550	
	Bachelor of Business Administration with Honours in Finance and Financial Technology (Note 2)	FYFD	25	96,100	46,780
		TUD	10	96,100	
	Bachelor of Nursing with Honours in General Health Care	FYFD	410	134,490	81,450
	Bachelor of Nursing with Honours in Mental Health Care	FYFD	130	134,490	81,450
	Bachelor of Science with Honours in Medical Laboratory Science	FYFD	60	174,290	81,450
	Bachelor of Science with Honours in Physiotherapy	FYFD	55	174,360	81,450
	Bachelor of Business Administration with Honours in Aviation Services Management	FYFD	40	96,100	46,780
		TUD	25	96,100	
	Bachelor of Business Administration with Honours in Global Marketing and Supply Chain Management	FYFD	20	96,100	46,780
		TUD	17	96,100	

Institution	Programme	Programme type (Note)	No. of subsidised places	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)	
	Bachelor of Business Administration with Honours in Sports and Recreation Management (Note 3) <i>(Applied Degree Programme)</i>	FYFD	50	101,100	51,880	
		TUD	115	101,100		
	Bachelor of Applied Science with Honours in Integrated Testing, Inspection and Certification <i>(Applied Degree Programme)</i>	FYFD	80	123,970	89,620	
		TUD	15	123,970		
	Bachelor of Science with Honours in Food Testing Science	FYFD	40	90,310	81,450	
		TUD	40	90,310		
	Bachelor of Business Administration with Honours in International Hospitality and Attractions Management (Note 4)	FYFD	40	96,100	46,780	
		TUD	52	96,100		
	Hong Kong Shue Yan University	Bachelor of Science with Honours in Applied Data Science	FYFD	30	94,076	46,780
			TUD	10	94,076	
Bachelor of Commerce (Honours) in Financial Technology		FYFD	25	78,751	46,780	
		TUD	15	78,751		
Saint Francis University	Bachelor of Arts (Honours) in Translation Technology	FYFD	5	84,223	46,780	
		TUD	10	86,020/ 87,715		
	Bachelor of Science (Honours) in Artificial Intelligence	FYFD	25	85,230	46,780	
		TUD	10	85,230		
	Bachelor of Science (Honours) in Digital Entertainment Technology	FYFD	15	85,230	46,780	
		TUD	10	85,230		
	Bachelor of Nursing (Honours) <i>(Applied Degree Programme)</i>	FYFD	640	122,900	89,620	
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	163,620	81,450	
	Bachelor of Business Administration (Honours) in Applied Hotel and Tourism Management <i>(Applied Degree Programme)</i>	FYFD	25	85,380	51,880	
		TUD	15	87,203/ 88,920		
The Hang Seng University of Hong Kong	Bachelor of Science (Honours) in Applied Computing	FYFD	55	97,690	46,780	
		TUD	25	103,700		
	Bachelor of Arts (Honours) in Art and Design	FYFD	40	121,175	81,450	
		TUD	10	123,177/ 127,180		
	Bachelor of Science (Honours) in Business Analytics and Information Management (Note 5)	FYFD	50	97,690	46,780	
	Bachelor of Management Science and Information Management (Honours)	TUD	25	103,700	46,780	
	Bachelor of Science (Honours) in Data Science and Business Intelligence	FYFD	60	97,690	46,780	
		TUD	30	103,700		
	Bachelor of Science (Honours) in Actuarial Studies and Insurance	FYFD	35	97,690	46,780	
		TUD	15	103,700		
	Bachelor of Business Administration (Honours) in Supply Chain Management	FYFD	105	97,690	46,780	
		TUD	60	103,700		

Institution	Programme	Programme type (Note)	No. of subsidised places	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Tung Wah College	Bachelor of Health Information and Services Management (Honours) <i>(Applied Degree Programme)</i>	FYFD	25	73,690	51,880
		TUD	15	82,990	
	Bachelor of Health Science (Honours) in Nursing	FYFD	400	128,580	81,450
		TUD	130	150,420	
	Bachelor of Science (Honours) in Applied Gerontology <i>(Applied Degree Programme)</i>	FYFD	40	86,810	51,880
		TUD	40	86,810	
	Bachelor of Science (Honours) in Medical Imaging	FYFD	30	169,480	81,450
	Bachelor of Science (Honours) in Medical Laboratory Science	FYFD	45	154,360	81,450
	Bachelor of Science (Honours) in Occupational Therapy	FYFD	60	163,260	81,450
	Bachelor of Science (Honours) in Physiotherapy	FYFD	60	166,070	81,450
	Bachelor of Science (Honours) in Radiation Therapy	FYFD	20	159,480	81,450
UOW College Hong Kong	Bachelor of Aviation (Honours) in Operations and Management	FYFD	15	74,730	46,780
		TUD	20	75,750/ 77,790	
	Bachelor of Maritime Services and Operations Management (Honours)	FYFD	10	74,730	46,780
		TUD	10	77,790	
Vocational Training Council - Technological and Higher Education Institute of Hong Kong	Bachelor of Arts (Honours) in Landscape Architecture	FYFD	15	106,425	46,780
		TUD	20	108,900	
	Bachelor of Engineering (Honours) in Building Services Engineering <i>(Applied Degree Programme)</i>	FYFD	10	116,160	89,620
		TUD	150	116,160	
	Bachelor of Engineering (Honours) in Civil Engineering	FYFD	20	117,975	81,450
		TUD	90	117,975	
	Bachelor of Science (Honours) in Horticulture, Arboriculture and Landscape Management <i>(Applied Degree Programme)</i>	FYFD	15	112,200	51,880
		TUD	27	112,200	
	Bachelor of Science (Honours) in Surveying	FYFD	15	108,900	46,780
		TUD	20	108,900	
	Bachelor of Arts (Honours) in Fashion Design	FYFD	20	110,295	81,450
		TUD	20	109,890	
	Bachelor of Arts (Honours) in Product Design	FYFD	10	110,295	81,450
		TUD	15	109,890	
	Bachelor of Social Sciences (Honours) in Sports and Recreation Management	FYFD	20	117,975	46,780
		TUD	100	117,975	
	Bachelor of Social Sciences (Honours) in Sports Coaching	FYFD	10	117,975	46,780
		TUD	15	117,975	
	Bachelor of Arts (Honours) in Culinary Arts and Management	FYFD	10	108,900	46,780
		TUD	15	108,900	
Total			4 916		

Note: SSSDP was expanded to cover TUD programmes from the 2023/24 academic year.

Note 1: Bachelor of Engineering with Honours in Civil and Environmental Engineering - Year 3 Entry will be renamed as Bachelor of Engineering with Honours in Civil Engineering - Year 3 Entry in the 2025/26 academic year.

Note 2: Bachelor of Business Administration with Honours in Financial Technology and Innovation - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in Finance and Financial Technology - Year 3 Entry in the 2025/26 academic year.

Note 3: Bachelor of Sports and Recreation Management with Honours - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in Sports and Recreation Management - Year 3 Entry in the 2025/26 academic year.

Note 4: Bachelor of International Hospitality and Attractions Management with Honours - Year 3 Entry will be renamed as Bachelor of Business Administration with Honours in International Hospitality and Attractions Management - Year 3 Entry in the 2025/26 academic year.

Note 5: Bachelor of Management Science and Information Management (Honours) - Year 1 Entry will be renamed as Bachelor of Science (Honours) in Business Analytics and Information Management - Year 1 Entry in the 2025/26 academic year.

**Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2019/20 academic year)
Designated sub-degree programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount**

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	100	27	69,230	36,400
	Higher Diploma in Pharmaceutical Dispensing	80	71	65,685	36,400
	Higher Diploma in Hospitality Management	120	18	62,365	20,850
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	12	57,000	36,400
	Higher Diploma in Health and Social Care	30	30	57,000	36,400
	Higher Diploma in Medical and Health Products Management	120	117	57,000	36,400
	Higher Diploma in Sport and Recreation Management	120	118	57,000	20,850
	Higher Diploma in Sport Coaching and Sport Performance	160	158	57,000	20,850
	Higher Diploma in Hotel Management	100	65	57,000	20,850
	Higher Diploma in Tourism and Events Management	100	68	57,000	20,850
	Higher Diploma in Tourism and Hospitality Management	100	51	57,000	20,850
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	32	54,500	20,850
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	26	54,500	36,400
	Higher Diploma in Fitness, Coaching and Sports Management	80	32	54,500	20,850
	Higher Diploma in Tourism Management (Airline and Cruise Services / Culinary / Hospitality / Tourism and Event Management)	160	32	54,500	20,850
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education) (Note)	Higher Diploma in Engineering (Civil Engineering)	30	0	63,400	36,400
	Higher Diploma in Digital Fashion Creation	30	7	59,400	36,400
	Higher Diploma in Interior Design	30	27	59,400	36,400
	Higher Diploma in Popular Music and Music Production	30	30	59,400	36,400
	Higher Diploma in Nursing Studies (General Health Care)	23	23	95,540	36,400

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Higher Diploma in Nursing Studies (Mental Health Care)	27	24	95,540	36,400
	Higher Diploma in Health Care	180	254	65,400	36,400
	Higher Diploma in Resort and Theme Park Management	30	28	59,400	20,850
	Higher Diploma in Tourism and Airline Studies	30	30	59,400	20,850
	Higher Diploma in Tourism and Hospitality Studies	30	19	59,400	20,850
Tung Wah College	Higher Diploma in Health Science	50	27	77,650	36,400
	Higher Diploma in Nursing	150	149	92,200	36,400
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	30	4	53,500	20,850
Total		2 050	1 479		

Note: The Open University of Hong Kong was retitled as Hong Kong Metropolitan University with effect from 1 September 2021.

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2020/21 academic year)
Designated sub-degree programmes, number of subsidised places, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	100	47	70,890	37,300
	Higher Diploma in Health Care	80	111	63,500	37,300
	Higher Diploma in Pharmaceutical Dispensing	80	95	67,260	37,300
	Higher Diploma in Hospitality Management	120	5	63,860	21,400
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	26	58,360	37,300
	Higher Diploma in Health and Social Care	30	29	58,360	37,300
	Higher Diploma in Medical and Health Products Management	120	112	58,360	37,300
	Higher Diploma in Nutrition and Food Management	160	135	58,360	37,300
	Higher Diploma in Sport and Recreation Management	120	119	57,000	21,400
	Higher Diploma in Sport Coaching and Sport Performance	160	160	57,000	21,400
	Higher Diploma in Hotel Management	100	52	57,000	21,400
	Higher Diploma in Tourism and Events Management	100	61	57,000	21,400
	Higher Diploma in Tourism and Hospitality Management	100	75	57,000	21,400
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	31	55,808	21,400
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	24	55,808	37,300
	Higher Diploma in Fitness, Coaching and Sports Management	80	27	55,808	21,400
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management) (Note)	160	31	55,808	21,400
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	19	64,900	37,300
	Higher Diploma in Digital Fashion Creation	30	10	60,800	37,300
	Higher Diploma in Interior Design	30	30	60,800	37,300
	Higher Diploma in Popular Music and Music Production	30	33	60,800	37,300
	Higher Diploma in Nursing Studies (General Health Care)	13	12	97,830	37,300

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Higher Diploma in Nursing Studies (Mental Health Care)	23	23	97,830	37,300
	Higher Diploma in Health Care	300	384	66,950	37,300
	Higher Diploma in Aviation and Ramp Management	20	14	60,800	21,400
	Higher Diploma in Resort and Theme Park Management	30	26	60,800	21,400
	Higher Diploma in Tourism and Airline Studies	30	29	60,800	21,400
	Higher Diploma in Tourism and Hospitality Studies	30	9	60,800	21,400
Tung Wah College	Higher Diploma in Health Science	50	39	79,500	37,300
	Higher Diploma in Nursing	150	150	94,400	37,300
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	30	4	54,780	21,400
Total		2 416	1 922		

Note: The programme was renamed from Higher Diploma in Tourism Management (Airline and Cruise Services / Culinary / Hospitality / Tourism and Event Management) to Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management) in the 2020/21 academic year.

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

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	80	26	72,940	38,400
	Higher Diploma in Health Care	120	113	65,340	38,400
	Higher Diploma in Pharmaceutical Dispensing	100	96	69,205	38,400
	Higher Diploma in Hospitality Management	80	5	65,705	22,050
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management (Note 1)	80	24	57,426	22,050
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	25	60,000	38,400
	Higher Diploma in Health and Social Care	30	28	60,000	38,400
	Higher Diploma in Medical and Health Products Management	120	98	60,000	38,400
	Higher Diploma in Nutrition and Food Management	160	89	60,000	38,400
	Higher Diploma in Sport and Recreation Management	120	119	58,600	22,050
	Higher Diploma in Sport Coaching and Sport Performance	160	184	58,600	22,050
	Higher Diploma in Hotel Management	100	62	58,600	22,050
	Higher Diploma in Tourism and Events Management	100	54	58,600	22,050
	Higher Diploma in Tourism and Hospitality Management	100	74	58,600	22,050
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	29	57,426	22,050
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31	57,426	38,400
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management)	160	19	57,426	22,050

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	20	17	66,780	38,400
	Higher Diploma in Digital Fashion Creation	15	8	62,560	38,400
	Higher Diploma in Interior Design	30	28	62,560	38,400
	Higher Diploma in Popular Music and Music Production	30	0 (Note 2)	62,560	38,400
	Higher Diploma in Nursing Studies (General Health Care)	63	63	100,620	38,400
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	100,620	38,400
	Higher Diploma in Health Care	330	374	68,890	38,400
	Higher Diploma in Aviation and Ramp Management	20	13	62,560	22,050
	Higher Diploma in Resort and Theme Park Management	30	21	62,560	22,050
	Higher Diploma in Tourism and Airline Studies	30	13	62,560	22,050
	Higher Diploma in Tourism and Hospitality Studies	25	16	62,560	22,050
Saint Francis University (Note 3)	Higher Diploma in Enrolled Nursing (General)	50	50	97,250	38,400
Tung Wah College	Higher Diploma in Health Science	50	21	81,800	38,400
	Higher Diploma in Nursing	150	155	97,100	38,400
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	30	6	54,780	22,050
Total		2 546	1 913		

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

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

Note 3: Caritas Institute of Higher Education was retitled as Saint Francis University with effect from 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,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	80	28	73,155	38,520
	Higher Diploma in Film and Media Production	30	29	60,210	38,520
	Higher Diploma in Health Care	120	149	65,530	38,520
	Higher Diploma in Pharmaceutical Dispensing	100	111	69,410	38,520
	Higher Diploma in Hospitality Management	50	12	65,895	22,120
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	80	22	57,598	22,120
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	40	13	60,180	38,520
	Higher Diploma in Health and Social Care	50	44	60,180	38,520
	Higher Diploma in Medical and Health Products Management	120	106	60,180	38,520
	Higher Diploma in Nutrition and Food Management	160	81	60,180	38,520
	Higher Diploma in Sport and Recreation Management	120	110	58,780	22,120
	Higher Diploma in Sport Coaching and Sport Performance	160	155	58,780	22,120
	Higher Diploma in Hotel Management	90	57	58,780	22,120
	Higher Diploma in Tourism and Events Management	90	37	58,780	22,120
	Higher Diploma in Tourism and Hospitality Management	90	64	58,780	22,120
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	28	57,598	22,120
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	28	57,598	38,520
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality / Tourism and Event Management)	120	18	57,598	22,120

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	20	26	66,980	38,520
	Higher Diploma in Digital Fashion Creation	15	11	62,740	38,520
	Higher Diploma in Interior Design	30	21	62,740	38,520
	Higher Diploma in Nursing Studies (General Health Care)	63	61	100,890	38,520
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	100,890	38,520
	Higher Diploma in Health Care	360	354	69,090	38,520
	Higher Diploma in Aviation and Ramp Management	20	0 (Note)	62,740	22,120
	Higher Diploma in Resort and Theme Park Management	30	29	62,740	22,120
	Higher Diploma in Tourism and Airline Studies	30	0 (Note)	62,740	22,120
	Higher Diploma in Tourism and Hospitality Studies	25	19	62,740	22,120
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	50	50	97,540	38,520
Tung Wah College	Higher Diploma in Health Science	50	48	82,040	38,520
	Higher Diploma in Nursing	150	153	97,390	38,520
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	25	2	54,780	22,120
	Total	2 501	1 918		

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

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

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	60	11	74,320	39,140
	Higher Diploma in Film and Media Production	30	16	61,170	39,140
	Higher Diploma in Health Care	160	150	66,570	39,140
	Higher Diploma in Pharmaceutical Dispensing	120	119	70,515	39,140
	Higher Diploma in Hospitality Management	50	12	66,945	22,480
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	42	58,520	22,480
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	30	24	61,140	39,140
	Higher Diploma in Health and Social Care	50	44	61,140	39,140
	Higher Diploma in Medical and Health Products Management	120	93	61,140	39,140
	Higher Diploma in Nutrition and Food Management	120	83	61,140	39,140
	Higher Diploma in Sport and Recreation Management	120	116	59,720	22,480
	Higher Diploma in Sport Coaching and Sport Performance	160	173	59,720	22,480
	Higher Diploma in Hotel Management	90	52	59,720	22,480
	Higher Diploma in Tourism and Events Management	90	34	59,720	22,480
	Higher Diploma in Tourism and Hospitality Management	90	62	59,720	22,480
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	23	58,520	22,480
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	25	58,520	39,140
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality) (Note)	120	27	58,520	22,480

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	32	68,050	39,140
	Higher Diploma in Digital Fashion Creation	15	18	63,700	39,140
	Higher Diploma in Interior Design	30	30	63,700	39,140
	Higher Diploma in Nursing Studies (Mental Health Care)	53	52	102,465	39,140
	Higher Diploma in Health Care	370	439	70,140	39,140
	Higher Diploma in Resort and Theme Park Management	30	23	63,700	22,480
	Higher Diploma in Tourism and Airline Studies	30	19	63,700	22,480
	Higher Diploma in Tourism and Hospitality Studies	25	16	63,700	22,480
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35	35	99,100	39,140
Tung Wah College	Higher Diploma in Health Science	50	43	83,350	39,140
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	20	0	54,780	22,480
Total		2 238	1 813		

Note: 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.

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, actual intakes,
average annual tuition fee (before deduction of subsidy)
and annual subsidy amount

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	40	28	75,725	39,890
	Higher Diploma in Film and Media Production	30	28	62,330	39,890
	Higher Diploma in Health Care	200	187	67,830	39,890
	Higher Diploma in Pharmaceutical Dispensing	130	118	71,850	39,890
	Higher Diploma in Hospitality Management	25	18	68,210	22,910
HKCT Institute of Higher Education	Higher Diploma in Fitness, Coaching and Sports Management	60	38	59,631	22,910
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	25	13	62,300	39,890
	Higher Diploma in Food Science and Safety	45	21	59,000	39,890
	Higher Diploma in Health and Social Care	50	44	62,300	39,890
	Higher Diploma in Medical and Health Products Management	120	87	62,300	39,890
	Higher Diploma in Nutrition and Food Management	90	32	59,000	39,890
	Higher Diploma in Sport and Recreation Management	120	124	60,850	22,910
	Higher Diploma in Sport Coaching and Sport Performance	160	174	60,850	22,910
	Higher Diploma in Hotel Management	85	65	60,850	22,910
	Higher Diploma in Tourism and Events Management	80	48	60,850	22,910
	Higher Diploma in Tourism and Hospitality Management	85	64	60,850	22,910
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	37	59,631	22,910
	Higher Diploma in Cybersecurity (Testing and Compliance)	35	11	68,155	22,910
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	31	59,631	39,890
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	80	36	59,631	22,910

Institution	Programme	No. of subsidised places	No. of actual intakes	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	30	39	69,300	39,890
	Higher Diploma in Digital Fashion Creation	15	14	64,900	39,890
	Higher Diploma in Interior Design	30	31	64,900	39,890
	Higher Diploma in Nursing Studies (Mental Health Care)	55	55	104,410	39,890
	Higher Diploma in Health Care	400	451	71,450	39,890
	Higher Diploma in Resort and Theme Park Management	30	23	64,900	22,910
	Higher Diploma in Tourism and Airline Studies	30	28	64,900	22,910
	Higher Diploma in Tourism and Hospitality Studies	25	29	64,900	22,910
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35	35	100,980	39,890
Tung Wah College	Higher Diploma in Health Science	50	48	84,930	39,890
	Higher Diploma in Nursing	80	86	100,810	39,890
YMCA College of Careers	Higher Diploma in Hotel and Tourism Management	10	0	54,780	22,910
Total		2 330	2 043		

Study Subsidy Scheme for Designated Professions/Sectors
(for the cohort admitted in the 2025/26 academic year)
Designated sub-degree programmes, number of subsidised places,
average annual tuition fee (before deduction of subsidy) and annual subsidy amount

Institution	Programme	No. of subsidised places	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
Caritas Bianchi College of Careers	Higher Diploma in Design	35	77,310	40,730
	Higher Diploma in Film and Media Production	30	63,630	40,730
	Higher Diploma in Health Care	200	69,250	40,730
	Higher Diploma in Pharmaceutical Dispensing	130	73,350	40,730
	Higher Diploma in Hospitality Management	25	69,635	23,390
HKCT Institute of Higher Education	Higher Diploma in Cybersecurity (Testing and Compliance) (Note)	35	69,586	23,390
	Higher Diploma in Fitness, Coaching and Sports Management	50	60,883	23,390
HKU SPACE Po Leung Kuk Stanley Ho Community College	Higher Diploma in Food Health and Business Management	20	63,600	40,730
	Higher Diploma in Food Science and Safety	45	60,230	40,730
	Higher Diploma in Health and Social Care	50	63,600	40,730
	Higher Diploma in Medical and Health Products Management	110	63,600	40,730
	Higher Diploma in Nutrition and Food Management	60	60,230	40,730
	Higher Diploma in Sport and Recreation Management	130	62,120	23,390
	Higher Diploma in Sport Coaching and Sport Performance	170	62,120	23,390
	Higher Diploma in Hotel Management	80	62,120	23,390
	Higher Diploma in Tourism and Events Management	70	62,120	23,390
	Higher Diploma in Tourism and Hospitality Management	80	62,120	23,390
Hong Kong College of Technology	Higher Diploma in Computer Studies (Mobile Applications and Game Development)	40	60,883	23,390
	Higher Diploma in Creative Design and Media (Moving Image / Visual Communication)	40	60,883	40,730
	Higher Diploma in Tourism Management (Airline Services / Culinary / Hospitality)	50	60,883	23,390
Hong Kong Metropolitan University (including Li Ka Shing School of Professional and Continuing Education)	Higher Diploma in Engineering (Civil Engineering)	40	70,750	40,730
	Higher Diploma in Digital Fashion Creation	15	66,250	40,730
	Higher Diploma in Interior Design	40	66,250	40,730
	Higher Diploma in Nursing Studies (Mental Health Care)	56	106,600	40,730
	Higher Diploma in Health Care	400	72,950	40,730
	Higher Diploma in Health and Molecular Testing	25	72,950	40,730

Institution	Programme	No. of subsidised places	Average annual tuition fee (before deduction of subsidy) (HK\$)	Annual subsidy amount (HK\$)
	Higher Diploma in Resort and Theme Park Management	30	66,250	23,390
	Higher Diploma in Tourism and Airline Studies	30	66,250	23,390
	Higher Diploma in Tourism and Hospitality Studies	25	66,250	23,390
Saint Francis University	Higher Diploma in Enrolled Nursing (General)	35	103,100	40,730
Tung Wah College	Higher Diploma in Health Science	50	86,710	40,730
	Higher Diploma in Nursing	80	102,920	40,730
Total		2 276		

Note: The programme will be operated by the HKCT Institute of Higher Education instead of the Hong Kong College of Technology from the 2025/26 academic year.

- End -

CONTROLLING OFFICER'S REPLY

EDB276

(Question Serial No. 3746)

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 quality kindergarten (KG) education scheme for the past 5 school years, please provide the following information –

- (a) the respective amounts of government subsidies and various expenditures on early childhood education (including fee remission, training, rental subsidy);
- (b) the respective numbers of KGs offering whole-day (WD) service and the school places provided by these KGs (please list by school district and provide the total);
- (c) the respective numbers of KGs offering long whole-day (LWD) service and the school places provided by these KGs, as well as the respective numbers of these KGs offering Extended Hours Services (please list by school district and provide the total);
- (d) the respective numbers of KGs offering half-day (HD) service and the school places provided by these KGs (please list by school district and provide the total);
- (e) the respective numbers of KGs offering both WD and HD services and the school places provided by these KGs (please list by school district and provide the total); and
- (f) the numbers of school places provided by KGs offering WD, HD and LWD services as well as the rates of increase/decrease in the past 3 school years (please list by school district and provide the total).

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 38)

Reply:

(a)

From 2020-21 to 2024-25, the major expenditure items on pre-primary education are tabulated as follows –

Item	2020-21 (\$ million) (Actual)	2021-22 (\$ million) (Actual)	2022-23 (\$ million) (Actual)	2023-24 (\$ million) (Actual)	2024-25 (\$ million) (Revised Estimate)
Kindergarten (KG) Education Scheme (the Scheme) (Note 1)	6,398.3	6,322.2	5,739.7	5,799.5	5,291.9
Kindergarten and Child Care Centre Fee Remission Scheme	299.7	302.7	290.9	288.3	285.7
Refund of rates and government rent to non- profit-making (NPM) KGs not joining the Scheme (Note 1)	7.7	6.1	6.0	6.1	6.6
KG principal and teacher training (Note 2)	2.4	6.2	5.5	5.8	5.2

Note 1: Expenditures on rental subsidy and reimbursement of rates and government rent for KGs joining the Scheme (Scheme-KGs) are subsumed under the overall expenditure of the Scheme. NPM KGs not joining the Scheme can continue to be reimbursed for rates and government rent.

Note 2: The Education Bureau offers training for KG principals and teachers to enhance their professional competency, which includes 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.

(b) to (e)

The numbers of KGs under the Scheme, the school places provided by these KGs, and the numbers of these KGs offering Extended Hours Services (EHS) by District Council district and school type from the 2020/21 to 2024/25 school years are tabulated at Annex 1.

(f)

The numbers of school places provided by KGs under the Scheme, and the percentage shares and rates of increase/decrease of school places by District Council district and school type from the 2022/23 to 2024/25 school years are tabulated at Annex 2.

**Numbers of KGs under the Scheme and the school places provided by these KGs
by District Council district and school type
from the 2020/21 to 2024/25 school years**

(1) KGs offering half-day (HD) service only

District	2020/21		2021/22		2022/23		2023/24		2024/25	
	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places
Central & Western	7	2 784	7	2 784	7	2 677	7	2 528	7	2 533
Wan Chai	4	1 555	5	2 049	5	1 936	5	1 872	5	1 891
Eastern	8	2 360	8	2 264	7	2 108	7	1 816	5	1 154
Southern	1	160	1	160	1	160	1	144	0	0
Sham Shui Po	9	2 826	9	2 733	7	2 411	6	1 757	7	2 160
Yau Tsim Mong	8	2 073	7	1 834	7	1 811	7	1 656	7	1 638
Kowloon City	15	6 224	15	6 183	15	5 784	15	5 577	12	5 206
Wong Tai Sin	4	1 706	4	1 706	4	1 529	4	1 409	2	692
Kwun Tong	13	4 025	11	3 416	10	3 102	8	2 584	8	2 353
Tsuen Wan	12	3 847	12	3 780	12	3 728	10	2 889	11	3 149
Tuen Mun	9	3 494	8	3 499	8	3 439	8	3 307	7	2 881
Yuen Long	17	6 029	17	5 974	17	5 940	17	5 865	15	4 941
North	6	2 492	5	2 331	4	1 640	3	1 348	3	1 284
Tai Po	2	986	2	983	2	978	2	978	2	986
Sha Tin	10	4 224	10	4 150	9	3 532	9	3 483	7	1 853
Sai Kung	5	1 877	5	1 875	5	1 765	6	1 868	6	1 812
Islands	4	392	4	392	4	392	4	377	4	377
Kwai Tsing	8	2 823	6	2 148	6	1 983	4	1 380	3	1 125
All districts	142	49 877	136	48 261	130	44 915	123	40 838	111	36 035

(2) KGs offering whole-day (WD) service only

District	2020/21		2021/22		2022/23		2023/24		2024/25	
	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places
Central & Western	0	0	0	0	1	20	0	0	0	0
Wan Chai	1	97	1	101	1	100	1	99	1	83
Eastern	1	84	1	89	1	90	1	86	1	83
Southern	0	0	0	0	0	0	0	0	0	0
Sham Shui Po	1	189	1	190	1	194	1	193	1	191
Yau Tsim Mong	0	0	0	0	0	0	0	0	0	0
Kowloon City	3	514	3	508	3	540	3	530	3	538
Wong Tai Sin	1	79	1	79	1	29	0	0	0	0
Kwun Tong	2	230	2	231	3	264	2	172	3	241
Tsuen Wan	0	0	0	0	0	0	0	0	0	0
Tuen Mun	1	41	1	42	1	42	1	42	3	173
Yuen Long	0	0	0	0	0	0	0	0	0	0
North	0	0	0	0	0	0	1	45	1	45
Tai Po	0	0	0	0	0	0	0	0	0	0
Sha Tin	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	0	0	0	0	0	0	0	0	0
Islands	0	0	0	0	0	0	0	0	1	72
Kwai Tsing	0	0	1	96	1	102	1	107	0	0
All districts	10	1 234	11	1 336	13	1 381	11	1 274	14	1 426

(3) KGs offering long whole-day (LWD) service

District	2020/21			2021/22			2022/23			2023/24			2024/25		
	No. of KGs (No. of KGs providing EHS)		No. of school places	No. of KGs (No. of KGs providing EHS)		No. of school places	No. of KGs (No. of KGs providing EHS)		No. of school places	No. of KGs (No. of KGs providing EHS)		No. of school places	No. of KGs (No. of KGs providing EHS)		No. of school places
Central & Western	9	(5)	866	9	(5)	845	9	(5)	848	9	(5)	820	9	(5)	809
Wan Chai	6	(4)	571	6	(4)	533	6	(4)	521	6	(4)	524	6	(4)	545
Eastern	17	(12)	1 466	17	(12)	1 422	15	(11)	1 262	15	(11)	1 210	15	(11)	1 213
Southern	8	(5)	737	8	(5)	744	8	(5)	740	8	(5)	749	8	(5)	714
Sham Shui Po	13	(11)	1 505	13	(11)	1 481	13	(11)	1 436	13	(11)	1 422	13	(11)	1 414
Yau Tsim Mong	14	(8)	1 441	14	(8)	1 433	14	(8)	1 418	14	(8)	1 422	14	(8)	1 393
Kowloon City	15	(11)	1 602	15	(11)	1 592	15	(11)	1 553	14	(11)	1 439	14	(11)	1 430
Wong Tai Sin	17	(12)	1 651	17	(12)	1 607	17	(12)	1 572	17	(12)	1 551	17	(12)	1 527
Kwun Tong	24	(17)	2 459	24	(17)	2 422	24	(17)	2 333	24	(17)	2 342	24	(17)	2 292
Tsuen Wan	10	(6)	1 123	10	(6)	1 088	10	(6)	1 096	10	(6)	1 075	10	(6)	1 092
Tuen Mun	19	(13)	1 621	19	(13)	1 583	19	(13)	1 504	19	(13)	1 542	19	(13)	1 533
Yuen Long	18	(10)	1 891	18	(10)	1 827	18	(10)	1 851	18	(10)	1 800	18	(10)	1 800
North	10	(4)	991	10	(4)	941	10	(4)	942	10	(4)	938	10	(4)	917
Tai Po	9	(7)	908	9	(7)	884	9	(7)	853	9	(7)	835	9	(7)	835
Sha Tin	20	(9)	2 003	20	(9)	1 933	20	(9)	1 877	20	(9)	1 862	20	(9)	1 881
Sai Kung	13	(7)	1 109	13	(7)	1 101	13	(7)	1 049	13	(7)	1 066	13	(7)	1 071
Islands	5	(3)	457	5	(3)	452	5	(3)	449	5	(3)	436	5	(3)	420
Kwai Tsing	19	(12)	1 815	19	(12)	1 730	19	(12)	1 706	19	(12)	1 698	18	(11)	1 583
All districts	246	(156)	24 216	246	(156)	23 618	244	(155)	23 010	243	(155)	22 731	242	(154)	22 469

(4) KGs concurrently offering WD/LWD and HD services

District	2020/21		2021/22		2022/23		2023/24		2024/25	
	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places	No. of KGs	No. of school places
Central & Western	8	1 461	9	1 672	8	1 451	8	1 376	8	1 511
Wan Chai	3	870	3	856	3	690	3	641	3	673
Eastern	32	5 020	32	4 884	31	4 574	29	3 741	28	3 723
Southern	11	1 930	11	2 009	11	1 878	11	1 647	10	1 448
Sham Shui Po	22	5 840	23	5 713	25	5 857	24	5 157	25	4 576
Yau Tsim Mong	3	796	4	867	4	879	3	782	3	668
Kowloon City	15	3 224	16	3 229	15	2 838	15	2 763	16	2 643
Wong Tai Sin	22	3 658	21	3 542	21	3 272	20	2 802	23	3 162
Kwun Tong	35	7 208	37	7 122	37	6 963	37	6 286	36	5 535
Tsuen Wan	12	1 974	12	1 832	12	1 693	10	1 614	11	1 610
Tuen Mun	33	7 215	34	6 760	31	6 066	30	5 636	29	5 131
Yuen Long	35	8 307	34	8 018	34	7 833	34	7 129	35	7 051
North	27	5 757	27	5 397	28	5 920	27	5 538	27	5 043
Tai Po	13	3 516	13	3 414	13	3 258	13	2 911	13	2 645
Sha Tin	30	6 357	30	6 124	27	5 538	29	5 440	31	6 106
Sai Kung	24	4 503	23	4 336	23	4 237	23	3 989	23	3 565
Islands	17	2 849	18	2 971	17	2 819	17	2 831	16	2 675
Kwai Tsing	34	6 138	35	6 374	34	5 530	37	5 751	38	5 317
All districts	376	76 623	382	75 120	374	71 296	370	66 034	375	63 082

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 K1 (Nursery), K2 (Lower KG) and K3 (Upper KG) classes of kindergarten-cum-child care centres (KG-cum-CCCs).
- (3) Figures on school places exclude vacant classrooms and vacant child care centre portions.
- (4) LWD KGs refer to former aided child care centres, which are aided child care centres operated under the Social Welfare Department (SWD) before the harmonisation of pre-primary services. They usually operate longer service hours.
- (5) Information on the number of KGs offering EHS is provided by SWD. Figures refer to the number of KGs in receipt of subvention from SWD to provide EHS.

**Numbers of school places provided by KGs under the Scheme, and
the percentage shares and rates of increase/decrease of school places
by District Council district and school type
from the 2022/23 to 2024/25 school years**

District	2022/23 school year			2023/24 school year			2024/25 school year		
	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD
	No. of school places (Percentage share in total no. of school places)			No. of school places (Percentage share in total no. of school places) [Rate of increase/decrease over last year]			No. of school places (Percentage share in total no. of school places) [Rate of increase/decrease over last year]		
Central & Western	3 724 (74.5%)	424 (8.5%)	848 (17.0%)	3 449 (73.0%) [-7.4%]	455 (9.6%) [7.3%]	820 (17.4%) [-3.3%]	3 618 (74.6%) [4.9%]	426 (8.8%) [-6.4%]	809 (16.7%) [-1.3%]
Wan Chai	2 430 (74.8%)	296 (9.1%)	521 (16.0%)	2 277 (72.6%) [-6.3%]	335 (10.7%) [13.2%]	524 (16.7%) [0.6%]	2 300 (72.1%) [1.0%]	347 (10.9%) [3.6%]	545 (17.1%) [4.0%]
Eastern	4 911 (62.5%)	1 682 (21.4%)	1 262 (16.1%)	3 902 (58.4%) [-20.5%]	1 567 (23.5%) [-6.8%]	1 210 (18.1%) [-4.1%]	3 290 (54.5%) [-15.7%]	1 535 (25.4%) [-2.0%]	1 213 (20.1%) [0.2%]
Southern	1 337 (49.4%)	632 (23.3%)	740 (27.3%)	1 003 (40.5%) [-25.0%]	722 (29.2%) [14.2%]	749 (30.3%) [1.2%]	746 (34.5%) [-25.6%]	702 (32.5%) [-2.8%]	714 (33.0%) [-4.7%]
Sham Shui Po	6 441 (65.1%)	2 021 (20.4%)	1 436 (14.5%)	4 988 (58.5%) [-22.6%]	2 119 (24.8%) [4.8%]	1 422 (16.7%) [-1.0%]	4 613 (55.3%) [-7.5%]	2 314 (27.7%) [9.2%]	1 414 (17.0%) [-0.6%]
Yau Tsim Mong	2 418 (58.9%)	272 (6.6%)	1 418 (34.5%)	2 195 (56.9%) [-9.2%]	243 (6.3%) [-10.7%]	1 422 (36.8%) [0.3%]	2 047 (55.3%) [-6.7%]	259 (7.0%) [6.6%]	1 393 (37.7%) [-2.0%]
Kowloon City	7 501 (70.0%)	1 661 (15.5%)	1 553 (14.5%)	7 115 (69.0%) [-5.1%]	1 755 (17.0%) [5.7%]	1 439 (14.0%) [-7.3%]	6 595 (67.2%) [-7.3%]	1 792 (18.3%) [2.1%]	1 430 (14.6%) [-0.6%]
Wong Tai Sin	3 042 (47.5%)	1 788 (27.9%)	1 572 (24.6%)	2 461 (42.7%) [-19.1%]	1 750 (30.4%) [-2.1%]	1 551 (26.9%) [-1.3%]	2 011 (37.4%) [-18.3%]	1 843 (34.3%) [5.3%]	1 527 (28.4%) [-1.5%]

District	2022/23 school year			2023/24 school year			2024/25 school year		
	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD
	No. of school places (Percentage share in total no. of school places)			No. of school places (Percentage share in total no. of school places) [Rate of increase/decrease over last year]			No. of school places (Percentage share in total no. of school places) [Rate of increase/decrease over last year]		
Kwun Tong	7 124 (56.3%)	3 205 (25.3%)	2 333 (18.4%)	5 802 (51.0%) [-18.6%]	3 240 (28.5%) [1.1%]	2 342 (20.6%) [0.4%]	4 879 (46.8%) [-15.9%]	3 250 (31.2%) [0.3%]	2 292 (22.0%) [-2.1%]
Tsuen Wan	4 570 (71.2%)	755 (11.8%)	1 096 (17.1%)	3 736 (68.1%) [-18.2%]	674 (12.3%) [-10.7%]	1 075 (19.6%) [-1.9%]	3 931 (68.3%) [5.2%]	731 (12.7%) [8.5%]	1 092 (19.0%) [1.6%]
Tuen Mun	7 448 (67.7%)	2 053 (18.7%)	1 504 (13.7%)	6 861 (65.2%) [-7.9%]	2 124 (20.2%) [3.5%]	1 542 (14.6%) [2.5%]	6 092 (62.7%) [-11.2%]	2 093 (21.5%) [-1.5%]	1 533 (15.8%) [-0.6%]
Yuen Long	11 001 (70.4%)	2 772 (17.7%)	1 851 (11.8%)	10 303 (69.6%) [-6.3%]	2 691 (18.2%) [-2.9%]	1 800 (12.2%) [-2.8%]	9 329 (67.6%) [-9.5%]	2 663 (19.3%) [-1.0%]	1 800 (13.1%) [0.0%]
North	5 640 (66.3%)	1 920 (22.6%)	942 (11.1%)	4 773 (60.7%) [-15.4%]	2 158 (27.4%) [12.4%]	938 (11.9%) [-0.4%]	4 029 (55.3%) [-15.6%]	2 343 (32.1%) [8.6%]	917 (12.6%) [-2.2%]
Tai Po	3 349 (65.8%)	887 (17.4%)	853 (16.8%)	2 809 (59.5%) [-16.1%]	1 080 (22.9%) [21.8%]	835 (17.7%) [-2.1%]	2 454 (54.9%) [-12.6%]	1 177 (26.4%) [9.0%]	835 (18.7%) [0.0%]
Sha Tin	7 105 (64.9%)	1 965 (18.0%)	1 877 (17.1%)	6 646 (61.6%) [-6.5%]	2 277 (21.1%) [15.9%]	1 862 (17.3%) [-0.8%]	5 595 (56.9%) [-15.8%]	2 364 (24.0%) [3.8%]	1 881 (19.1%) [1.0%]
Sai Kung	4 518 (64.5%)	1 441 (20.6%)	1 049 (15.0%)	4 247 (61.8%) [-6.0%]	1 561 (22.7%) [8.3%]	1 066 (15.5%) [1.6%]	3 675 (57.6%) [-13.5%]	1 630 (25.6%) [4.4%]	1 071 (16.8%) [0.5%]
Islands	2 090 (58.0%)	1 066 (29.6%)	449 (12.5%)	2 012 (55.2%) [-3.7%]	1 196 (32.8%) [12.2%]	436 (12.0%) [-2.9%]	1 905 (55.5%) [-5.3%]	1 110 (32.3%) [-7.2%]	420 (12.2%) [-3.7%]
Kwai Tsing	5 113 (56.4%)	2 248 (24.8%)	1 706 (18.8%)	4 477 (51.8%) [-12.4%]	2 476 (28.6%) [10.1%]	1 698 (19.6%) [-0.5%]	3 865 (49.7%) [-13.7%]	2 332 (30.0%) [-5.8%]	1 583 (20.3%) [-6.8%]

District	2022/23 school year			2023/24 school year			2024/25 school year		
	HD	WD	LWD	HD	WD	LWD	HD	WD	LWD
	No. of school places (Percentage share in total no. of school places)			No. of school places (Percentage share in total no. of school places) [Rate of increase/decrease over last year]			No. of school places (Percentage share in total no. of school places) [Rate of increase/decrease over last year]		
All districts	89 762 (64.2%)	27 088 (19.4%)	23 010 (16.5%)	79 056 (60.7%) [-11.9%]	28 423 (21.8%) [4.9%]	22 731 (17.5%) [-1.2%]	70 974 (58.0%) [-10.2%]	28 911 (23.6%) [1.7%]	22 469 (18.4%) [-1.2%]

Note: Figures on school places refer to the position as at mid-September of the respective school years, including all Scheme-KGs in the respective school years, regardless of whether these KGs joined the Scheme in the preceding school year. These figures cover K1, K2 and K3 classes of KG-cum-CCCs, but exclude vacant classrooms and vacant child care centre portions.

- End -

CONTROLLING OFFICER'S REPLY

EDB277

(Question Serial No. 3747)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown and the total numbers of classes, places and students in Primary 1 to 6 and Secondary 1 to 6 of government schools, aided schools, special schools, Direct Subsidy Scheme schools, private schools, English Schools Foundation schools and international schools by 18 districts in the past 5 school years.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 39)

Reply:

The numbers of operating classes, places and students of primary and secondary schools by district, grade and sector in the 2024/25 school year are tabulated at Annex 1. For the figures from the 2020/21 to 2023/24 school years, please refer to the Report on Student Enrolment Statistics¹ published for the respective school years.

The numbers of approved classes, places and students of each type of aided special schools (primary section and secondary section) from the 2020/21 to 2024/25 school years are tabulated at Annex 2. Since the planning and provision of special school places are not on a district basis and it is a common practice for special schools to adopt flexible groupings across grades to cater for the special educational needs of individual students, the figures by district and grade are not available.

Note 1: The Report on Student Enrolment Statistics is available at https://www.edb.gov.hk/en/about-edb/publications-stat/figures/index_1.html. Please refer to Tables 3.5 to 3.7 and Tables 4.5 to 4.7 for the relevant figures.

**Numbers of operating classes, places and students of primary and secondary schools
by district, grade and sector in the 2024/25 school year**

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		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
Primary school										
Central & Western	P1	45	1 125	1 111	19	595	466	64	1 720	1 577
	P2	44	1 210	1 184	22	682	530	66	1 892	1 714
	P3	48	1 285	1 183	24	738	610	72	2 023	1 793
	P4	50	1 360	1 222	22	673	548	72	2 033	1 770
	P5	51	1 385	1 187	20	599	511	71	1 984	1 698
	P6	51	1 385	1 150	20	599	490	71	1 984	1 640
	Total	289	7 750	7 037	127	3 886	3 155	416	11 636	10 192
Wan Chai	P1	49	1 250	1 170	28	899	814	77	2 149	1 984
	P2	43	1 160	1 197	32	994	879	75	2 154	2 076
	P3	48	1 260	1 247	31	971	862	79	2 231	2 109
	P4	50	1 335	1 267	29	933	815	79	2 268	2 082
	P5	51	1 360	1 266	30	925	765	81	2 285	2 031
	P6	52	1 385	1 265	27	850	705	79	2 235	1 970
	Total	293	7 750	7 412	178	5 572	4 840	471	13 322	12 252
Eastern	P1	94	2 381	2 176	37	950	841	131	3 331	3 017
	P2	96	2 456	2 337	23	658	589	119	3 114	2 926
	P3	97	2 651	2 430	22	616	593	119	3 267	3 023
	P4	102	2 826	2 514	26	726	673	128	3 552	3 187
	P5	105	2 955	2 560	26	762	711	131	3 717	3 271
	P6	108	3 033	2 570	27	747	676	135	3 780	3 246
	Total	602	16 302	14 587	161	4 459	4 083	763	20 761	18 670
Southern	P1	34	887	779	77	1 868	1 689	111	2 755	2 468
	P2	36	937	845	62	1 601	1 472	98	2 538	2 317
	P3	40	992	897	59	1 452	1 405	99	2 444	2 302
	P4	41	1 067	947	60	1 487	1 431	101	2 554	2 378
	P5	43	1 152	967	59	1 468	1 411	102	2 620	2 378
	P6	43	1 142	962	49	1 227	1 191	92	2 369	2 153
	Total	237	6 177	5 397	367	9 103	8 599	604	15 280	13 996

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		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
Sham Shui Po	P1	92	2 551	2 466	40	1 204	1 038	132	3 755	3 504
	P2	96	2 651	2 588	35	1 074	937	131	3 725	3 525
	P3	95	2 769	2 674	34	1 052	963	129	3 821	3 637
	P4	97	2 856	2 699	34	1 008	878	131	3 864	3 577
	P5	101	2 953	2 883	35	1 029	928	136	3 982	3 811
	P6	97	2 839	2 815	27	811	666	124	3 650	3 481
	Total	578	16 619	16 125	205	6 178	5 410	783	22 797	21 535
Yau Tsim Mong	P1	73	1 940	1 817	7	237	217	80	2 177	2 034
	P2	73	2 015	1 922	7	237	229	80	2 252	2 151
	P3	75	2 065	2 011	8	247	229	83	2 312	2 240
	P4	78	2 165	2 036	7	216	216	85	2 381	2 252
	P5	80	2 272	2 067	8	247	249	88	2 519	2 316
	P6	82	2 300	2 020	7	245	245	89	2 545	2 265
	Total	461	12 757	11 873	44	1 429	1 385	505	14 186	13 258
Kowloon City	P1	122	3 287	3 141	79	2 345	2 086	201	5 632	5 227
	P2	122	3 337	3 242	71	2 213	2 025	193	5 550	5 267
	P3	124	3 387	3 357	70	2 196	2 009	194	5 583	5 366
	P4	129	3 512	3 357	67	2 021	1 878	196	5 533	5 235
	P5	129	3 512	3 321	66	1 986	1 769	195	5 498	5 090
	P6	129	3 622	3 266	63	1 890	1 738	192	5 512	5 004
	Total	755	20 657	19 684	415	12 651	11 505	1 170	33 308	31 189
Wong Tai Sin	P1	79	1 900	1 711	13	492	394	92	2 392	2 105
	P2	83	2 025	1 870	11	426	368	94	2 451	2 238
	P3	87	2 150	2 003	11	426	342	98	2 576	2 345
	P4	92	2 275	2 108	11	426	346	103	2 701	2 454
	P5	98	2 450	2 244	11	426	357	109	2 876	2 601
	P6	97	2 425	2 224	13	481	349	110	2 906	2 573
	Total	536	13 225	12 160	70	2 677	2 156	606	15 902	14 316
Kwun Tong	P1	138	3 407	3 166	14	379	283	152	3 786	3 449
	P2	144	3 607	3 424	12	321	255	156	3 928	3 679
	P3	147	3 777	3 638	14	374	305	161	4 151	3 943
	P4	148	3 934	3 823	12	325	264	160	4 259	4 087
	P5	151	4 268	4 018	13	333	275	164	4 601	4 293
	P6	150	4 240	3 941	15	398	277	165	4 638	4 218
	Total	878	23 233	22 010	80	2 130	1 659	958	25 363	23 669

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		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
Tsuen Wan	P1	70	1 700	1 644	0	0	0	70	1 700	1 644
	P2	72	1 915	1 840	0	0	0	72	1 915	1 840
	P3	73	1 990	1 906	0	0	0	73	1 990	1 906
	P4	76	2 080	1 939	0	0	0	76	2 080	1 939
	P5	75	2 154	2 010	0	0	0	75	2 154	2 010
	P6	76	2 250	2 014	0	0	0	76	2 250	2 014
	Total	442	12 089	11 353	0	0	0	442	12 089	11 353
Tuen Mun	P1	135	3 357	3 169	5	105	110	140	3 462	3 279
	P2	138	3 527	3 375	5	111	114	143	3 638	3 489
	P3	141	3 552	3 451	5	105	109	146	3 657	3 560
	P4	142	3 672	3 502	5	109	113	147	3 781	3 615
	P5	149	3 802	3 504	5	108	116	154	3 910	3 620
	P6	149	3 822	3 503	8	146	143	157	3 968	3 646
	Total	854	21 732	20 504	33	684	705	887	22 416	21 209
Yuen Long	P1	180	4 504	4 342	10	229	123	190	4 733	4 465
	P2	184	4 689	4 509	8	205	95	192	4 894	4 604
	P3	189	4 839	4 668	8	217	125	197	5 056	4 793
	P4	189	4 910	4 491	6	134	95	195	5 044	4 586
	P5	196	5 172	4 629	6	130	90	202	5 302	4 719
	P6	193	5 110	4 467	6	130	81	199	5 240	4 548
	Total	1 131	29 224	27 106	44	1 045	609	1 175	30 269	27 715
North	P1	102	2 525	2 476	0	0	0	102	2 525	2 476
	P2	106	2 575	2 562	0	0	0	106	2 575	2 562
	P3	108	2 675	2 690	0	0	0	108	2 675	2 690
	P4	109	2 725	2 726	0	0	0	109	2 725	2 726
	P5	115	2 975	2 929	0	0	0	115	2 975	2 929
	P6	115	3 045	3 103	0	0	0	115	3 045	3 103
	Total	655	16 520	16 486	0	0	0	655	16 520	16 486
Tai Po	P1	72	1 820	1 734	21	562	434	93	2 382	2 168
	P2	76	1 945	1 904	17	486	409	93	2 431	2 313
	P3	77	1 970	1 949	16	444	375	93	2 414	2 324
	P4	81	2 085	2 021	15	424	368	96	2 509	2 389
	P5	81	2 090	1 945	15	417	364	96	2 507	2 309
	P6	83	2 145	1 896	15	410	358	98	2 555	2 254
	Total	470	12 055	11 449	99	2 743	2 308	569	14 798	13 757

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		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
Sha Tin	P1	155	4 055	3 830	17	448	445	172	4 503	4 275
	P2	165	4 230	4 076	17	448	437	182	4 678	4 513
	P3	169	4 520	4 345	17	448	434	186	4 968	4 779
	P4	172	4 730	4 454	17	452	437	189	5 182	4 891
	P5	177	5 146	4 615	17	442	433	194	5 588	5 048
	P6	173	5 215	4 638	16	431	426	189	5 646	5 064
	Total	1 011	27 896	25 958	101	2 669	2 612	1 112	30 565	28 570
Sai Kung	P1	101	2 627	2 348	23	538	421	124	3 165	2 769
	P2	103	2 677	2 453	19	470	409	122	3 147	2 862
	P3	105	2 752	2 506	18	458	383	123	3 210	2 889
	P4	106	2 777	2 418	20	495	425	126	3 272	2 843
	P5	110	2 829	2 350	19	470	385	129	3 299	2 735
	P6	112	2 927	2 446	18	454	401	130	3 381	2 847
	Total	637	16 589	14 521	117	2 885	2 424	754	19 474	16 945
Islands	P1	46	1 125	1 004	14	361	319	60	1 486	1 323
	P2	42	1 025	946	12	302	266	54	1 327	1 212
	P3	42	1 025	958	12	324	280	54	1 349	1 238
	P4	44	1 100	1 031	11	291	265	55	1 391	1 296
	P5	47	1 180	1 070	11	285	269	58	1 465	1 339
	P6	48	1 205	1 083	11	285	262	59	1 490	1 345
	Total	269	6 660	6 092	71	1 848	1 661	340	8 508	7 753
Kwai Tsing	P1	106	2 624	2 458	0	0	0	106	2 624	2 458
	P2	108	2 699	2 589	0	0	0	108	2 699	2 589
	P3	115	2 899	2 806	0	0	0	115	2 899	2 806
	P4	115	3 129	2 980	0	0	0	115	3 129	2 980
	P5	119	3 204	2 903	0	0	0	119	3 204	2 903
	P6	115	3 104	2 846	0	0	0	115	3 104	2 846
	Total	678	17 659	16 582	0	0	0	678	17 659	16 582
All districts	P1	1 693	43 065	40 542	405	11 212	9 680	2 098	54 277	50 222
	P2	1 731	44 680	42 863	354	10 228	9 014	2 085	54 908	51 877
	P3	1 780	46 558	44 719	350	10 068	9 024	2 130	56 626	53 743
	P4	1 821	48 538	45 535	342	9 720	8 752	2 163	58 258	54 287
	P5	1 878	50 859	46 468	340	9 627	8 633	2 218	60 486	55 101
	P6	1 873	51 194	46 209	321	9 104	8 008	2 194	60 298	54 217
	Total	10 776	284 89	266 336	2 112	59 959	53 111	12 888	344 853	319 447

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		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
Secondary school										
Central & Western	S1	52	1 771	1 684	18	369	348	70	2 140	2 032
	S2	52	1 771	1 637	18	369	334	70	2 140	1 971
	S3	51	1 771	1 510	16	307	298	67	2 078	1 808
	S4	53	1 718	1 390	16	295	288	69	2 013	1 678
	S5	53	1 718	1 227	11	299	266	64	2 017	1 493
	S6	53	1 688	1 168	12	267	250	65	1 955	1 418
	S7	-	-	-	12	231	228	12	231	228
	Total	314	10 437	8 616	103	2 137	2 012	417	12 574	10 628
Wan Chai	S1	61	2 053	1 794	10	255	220	71	2 308	2 014
	S2	58	1 972	1 695	8	210	184	66	2 182	1 879
	S3	59	2 040	1 692	7	180	156	66	2 220	1 848
	S4	61	2 106	1 591	4	100	102	65	2 206	1 693
	S5	63	2 084	1 434	6	150	136	69	2 234	1 570
	S6	63	2 072	1 377	6	150	118	69	2 222	1 495
	S7	-	-	-	5	125	92	5	125	92
	Total	365	12 327	9 583	46	1 170	1 008	411	13 497	10 591
Eastern	S1	107	3 563	3 400	27	609	530	134	4 172	3 930
	S2	106	3 530	3 206	26	584	545	132	4 114	3 751
	S3	110	3 662	3 098	26	561	487	136	4 223	3 585
	S4	108	3 563	2 965	16	406	308	124	3 969	3 273
	S5	115	3 827	2 904	24	496	388	139	4 323	3 292
	S6	114	3 761	2 746	24	532	377	138	4 293	3 123
	S7	-	-	-	16	306	201	16	306	201
	Total	660	21 906	18 319	159	3 494	2 836	819	25 400	21 155
Southern	S1	57	1 749	1 589	60	1 501	1 426	117	3 250	3 015
	S2	57	1 815	1 495	60	1 504	1 421	117	3 319	2 916
	S3	55	1 749	1 401	55	1 318	1 255	110	3 067	2 656
	S4	58	1 815	1 340	55	1 233	1 164	113	3 048	2 504
	S5	60	1 815	1 244	55	1 165	1 119	115	2 980	2 363
	S6	60	1 914	1 221	55	1 041	1 026	115	2 955	2 247
	S7	-	-	-	50	927	851	50	927	851
	Total	347	10 857	8 290	390	8 689	8 262	737	19 546	16 552
Sham Shui Po	S1	106	3 490	3 392	16	425	403	122	3 915	3 795
	S2	105	3 509	3 428	16	428	364	121	3 937	3 792
	S3	104	3 517	3 266	12	325	300	116	3 842	3 566
	S4	100	3 356	3 040	10	288	256	110	3 644	3 296
	S5	99	3 346	2 812	10	280	234	109	3 626	3 046
	S6	104	3 484	2 793	9	218	171	113	3 702	2 964
	S7	-	-	-	5	128	105	5	128	105
	Total	618	20 702	18 731	78	2 092	1 833	696	22 794	20 564

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		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
Yau Tsim Mong	S1	74	2 406	2 300	1	5	1	75	2 411	2 301
	S2	72	2 340	2 212	1	10	6	73	2 350	2 218
	S3	71	2 373	2 101	1	10	5	72	2 383	2 106
	S4	75	2 538	2 121	4	76	53	79	2 614	2 174
	S5	76	2 571	2 048	5	157	122	81	2 728	2 170
	S6	75	2 538	1 871	13	375	329	88	2 913	2 200
	S7	-	-	-	2	30	15	2	30	15
	Total	443	14 766	12 653	27	663	531	470	15 429	13 184
Kowloon City	S1	151	5 140	4 950	36	786	772	187	5 926	5 722
	S2	151	5 140	4 806	38	829	839	189	5 969	5 645
	S3	151	5 107	4 476	37	792	770	188	5 899	5 246
	S4	154	5 266	4 320	35	743	668	189	6 009	4 988
	S5	154	5 266	3 993	35	724	655	189	5 990	4 648
	S6	154	5 266	3 735	31	653	554	185	5 919	4 289
	S7	-	-	-	22	398	374	22	398	374
	Total	915	31 185	26 280	234	4 925	4 632	1 149	36 110	30 912
Wong Tai Sin	S1	90	2 922	2 825	4	140	137	94	3 062	2 962
	S2	89	2 889	2 656	4	140	134	93	3 029	2 790
	S3	89	2 922	2 511	4	140	112	93	3 062	2 623
	S4	89	2 889	2 460	3	105	98	92	2 994	2 558
	S5	90	2 922	2 305	4	140	99	94	3 062	2 404
	S6	89	2 889	2 258	3	105	44	92	2 994	2 302
	S7	-	-	-	0	0	0	0	0	0
	Total	536	17 433	15 015	22	770	624	558	18 203	15 639
Kwun Tong	S1	141	4 705	4 353	13	324	302	154	5 029	4 655
	S2	140	4 672	4 311	13	332	306	153	5 004	4 617
	S3	140	4 671	4 252	12	298	281	152	4 969	4 533
	S4	145	4 681	4 116	12	317	296	157	4 998	4 412
	S5	149	4 773	4 010	11	260	249	160	5 033	4 259
	S6	144	4 651	3 741	9	215	161	153	4 866	3 902
	S7	-	-	-	7	164	126	7	164	126
	Total	859	28 153	24 783	77	1 910	1 721	936	30 063	26 504
Tsuen Wan	S1	50	1 674	1 639	1	25	23	51	1 699	1 662
	S2	50	1 674	1 627	1	25	13	51	1 699	1 640
	S3	50	1 674	1 565	1	25	13	51	1 699	1 578
	S4	53	1 707	1 521	1	25	16	54	1 732	1 537
	S5	52	1 707	1 434	1	25	9	53	1 732	1 443
	S6	53	1 707	1 339	1	25	9	54	1 732	1 348
	S7	-	-	-	1	25	2	1	25	2
	Total	308	10 143	9 125	7	175	85	315	10 318	9 210

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		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
Tuen Mun	S1	139	4 435	4 145	7	130	133	146	4 565	4 278
	S2	138	4 402	4 138	7	130	136	145	4 532	4 274
	S3	133	4 303	3 819	8	125	135	141	4 428	3 954
	S4	138	4 402	3 684	8	120	125	146	4 522	3 809
	S5	138	4 402	3 511	8	120	125	146	4 522	3 636
	S6	137	4 402	3 267	8	132	132	145	4 534	3 399
	S7	-	-	-	8	118	118	8	118	118
	Total	823	26 346	22 564	54	875	904	877	27 221	23 468
Yuen Long	S1	163	5 307	5 134	0	0	0	163	5 307	5 134
	S2	162	5 289	5 123	0	0	0	162	5 289	5 123
	S3	161	5 257	4 979	0	0	0	161	5 257	4 979
	S4	172	5 417	4 811	0	0	0	172	5 417	4 811
	S5	180	5 763	4 723	0	0	0	180	5 763	4 723
	S6	170	5 362	4 211	0	0	0	170	5 362	4 211
	S7	-	-	-	0	0	0	0	0	0
	Total	1 008	32 395	28 981	0	0	0	1 008	32 395	28 981
North	S1	99	3 333	3 286	4	92	82	103	3 425	3 368
	S2	99	3 333	3 257	4	88	74	103	3 421	3 331
	S3	100	3 401	3 302	4	88	80	104	3 489	3 382
	S4	100	3 333	3 109	4	80	62	104	3 413	3 171
	S5	99	3 333	2 853	4	80	69	103	3 413	2 922
	S6	99	3 333	2 681	2	44	43	101	3 377	2 724
	S7	-	-	-	2	28	26	2	28	26
	Total	596	20 066	18 488	24	500	436	620	20 566	18 924
Tai Po	S1	79	2 551	2 490	12	311	299	91	2 862	2 789
	S2	76	2 518	2 474	10	267	254	86	2 785	2 728
	S3	77	2 468	2 375	9	233	216	86	2 701	2 591
	S4	78	2 567	2 260	8	208	173	86	2 775	2 433
	S5	82	2 694	2 210	5	133	110	87	2 827	2 320
	S6	82	2 674	1 986	3	92	76	85	2 766	2 062
	S7	-	-	-	1	37	37	1	37	37
	Total	474	15 472	13 795	48	1 281	1 165	522	16 753	14 960
Sha Tin	S1	181	5 843	5 758	20	464	453	201	6 307	6 211
	S2	180	5 777	5 595	20	464	460	200	6 241	6 055
	S3	179	5 724	5 392	20	450	449	199	6 174	5 841
	S4	192	6 065	5 071	20	442	426	212	6 507	5 497
	S5	201	6 288	4 897	20	434	423	221	6 722	5 320
	S6	194	6 014	4 550	20	418	401	214	6 432	4 951
	S7	-	-	-	20	410	379	20	410	379
	Total	1 127	35 711	31 263	140	3 082	2 991	1 267	38 793	34 254

District	Grade	Public sector and Direct Subsidy Scheme schools			Private schools (including international and private independent schools)			Total		
		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
Sai Kung	S1	108	3 532	3 226	8	156	142	116	3 688	3 368
	S2	107	3 498	3 081	7	156	122	114	3 654	3 203
	S3	106	3 436	2 859	6	146	98	112	3 582	2 957
	S4	107	3 502	2 857	7	146	109	114	3 648	2 966
	S5	107	3 471	2 698	4	96	54	111	3 567	2 752
	S6	106	3 484	2 563	3	72	39	109	3 556	2 602
	S7	-	-	-	2	48	21	2	48	21
	Total	641	20 923	17 284	37	820	585	678	21 743	17 869
Islands	S1	38	1 117	1 011	7	195	193	45	1 312	1 204
	S2	37	1 117	1 001	7	195	190	44	1 312	1 191
	S3	35	1 051	916	7	195	168	42	1 246	1 084
	S4	33	1 051	876	7	195	150	40	1 246	1 026
	S5	33	1 026	761	7	195	145	40	1 221	906
	S6	34	1 047	739	6	170	133	40	1 217	872
	S7	-	-	-	6	170	119	6	170	119
	Total	210	6 409	5 304	47	1 315	1 098	257	7 724	6 402
Kwai Tsing	S1	123	3 960	3 808	0	0	0	123	3 960	3 808
	S2	121	3 960	3 694	0	0	0	121	3 960	3 694
	S3	120	3 894	3 522	0	0	0	120	3 894	3 522
	S4	123	3 960	3 454	0	0	0	123	3 960	3 454
	S5	125	3 960	3 248	0	0	0	125	3 960	3 248
	S6	124	3 927	3 084	0	0	0	124	3 927	3 084
	S7	-	-	-	0	0	0	0	0	0
	Total	736	23 661	20 810	0	0	0	736	23 661	20 810
All districts	S1	1 819	59 551	56 784	244	5 787	5 464	2 063	65 338	62 248
	S2	1 800	59 206	55 436	240	5 731	5 382	2 040	64 937	60 818
	S3	1 791	59 020	53 036	225	5 193	4 823	2 016	64 213	57 859
	S4	1 839	59 936	50 986	210	4 779	4 294	2 049	64 715	55 280
	S5	1 876	60 966	48 312	210	4 754	4 203	2 086	65 720	52 515
	S6	1 855	60 213	45 330	205	4 509	3 863	2 060	64 722	49 193
	S7	-	-	-	159	3 145	2 694	159	3 145	2 694
	Total	10 980	358 89	309 884	1 493	33 898	30 723	12 473	392 790	340 607

Notes:

- (1) Figures refer to the position as at mid-September in the respective school year.
- (2) Figures 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.
- (3) As the situation varies across districts, some districts may have only a few schools of a particular type. To avoid direct identification of individual schools, sectors are only classified into "Public sector and Direct Subsidy Scheme schools" and "Private schools (including international and private independent schools)".
- (4) Figures on operating classes in a very small number of non-public sector schools involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, a combined class is treated as one class. When counting the number of classes broken down by grade, a combined class is split into different classes in proportion to the number of students from each grade and the numbers are rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
- (5) Figures on places refer to the planned number of school places offered by the schools concerned.
- (6) 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.

Numbers of approved classes, places and students in each type of aided special schools
from the 2020/21 to 2024/25 school years ^(Note 1)

School Type	2020/21			2021/22			2022/23			2023/24			2024/25		
	No. of Approved Classes	No. of Places	No. of Students (Note 3)	No. of Approved Classes	No. of Places	No. of Students (Note 3)	No. of Approved Classes	No. of Places	No. of Students (Note 3)	No. of Approved Classes	No. of Places	No. of Students (Note 3)	No. of Approved Classes	No. of Places	No. of Students (Note 3)
Primary Section															
Visual Impairment	9	100	67	9	100	64	9	100	60	9	100	57	9	100	59
Hearing Impairment	4	40	23	4	40	22	4	40	22	4	40	28	4	40	30
Physical Disability	43	430	405	44	440	405	44	440	381	42	420	384	41	410	359
Mild Intellectual Disability (Note 2)	107	1 605	1 555	109	1 635	1 589	109	1 635	1 624	109	1 635	1 697	115	1 725	1 738
Moderate Intellectual Disability (Note 2)	119	1 190	1 172	122	1 220	1 216	127	1 270	1 222	126	1 260	1 262	133	1 330	1 319
Severe Intellectual Disability (Note 2)	51	408	355	51	408	340	50	400	345	51	408	336	51	408	330
School for Social Development	27	324	149	27	324	161	27	324	162	27	324	189	28	336	182
Hospital School	24	234	229	24	234	134	24	234	135	24	234	214	24	234	184
All Types	384	4 331	3 955	390	4 401	3 931	394	4 443	3 951	392	4 421	4 167	405	4 583	4 201
Secondary Section															
Visual Impairment	9	100	58	10	112	62	10	112	62	10	112	67	10	112	67
Hearing Impairment	7	70	40	7	70	35	7	70	39	7	70	39	7	70	40
Physical Disability	60	600	475	60	600	467	58	580	473	58	580	478	58	580	479
Mild Intellectual Disability (Note 2)	126	1 890	1 759	126	1 890	1 767	128	1 920	1 794	130	1 950	1 816	127	1 905	1 834
Moderate Intellectual Disability (Note 2)	113	1 130	1 016	120	1 200	1 059	120	1 200	1 107	126	1 260	1 187	129	1 290	1 252
Severe Intellectual Disability (Note 2)	54	432	353	54	432	377	56	448	383	55	440	399	55	440	406
School for Social Development	69	828	423	70	840	435	70	840	426	71	852	444	70	840	504
Hospital School (Notes 4 & 5)	10	114	144	10	114	178	13	118	154	13	118	150	13	118	168
All Types	448	5 164	4 268	457	5 258	4 380	462	5 288	4 438	470	5 382	4 580	469	5 355	4 750

Notes:

- (1) Figures refer to the position as at mid-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.
- (3) 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, the Education Bureau 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.
- (4) Due to the high turnover of hospitalised children, there were also instances where the number of students admitted outnumbered the places in the Hospital School.
- (5) 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.

- End -

CONTROLLING OFFICER'S REPLY

EDB278

(Question Serial No. 3751)

Head: (156) Government Secretariat: Education Bureau

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

Programme: (3) Primary Education, (4) Secondary Education, (5) Special Education

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

Director of Bureau: Secretary for Education

Question:

Please provide the numbers of teaching hours and periods of “sex education” in primary, secondary and special schools in Hong Kong from 2019 to 2024. Is the relevant information available in the Education Bureau’s “Timetables and Survey on Class and Subject Details” of each school year?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 250)

Reply:

Sex education and other cross-curricular domains of values education (such as moral education, life education, health education, and media and information literacy education) are closely intertwined, covering personal, family, social, community, national and global aspects of life. In the *Values Education Curriculum Framework (Pilot Version)* announced in 2021, a further step was taken to list optimising sex education as one of the major renewed emphases. Relevant expected learning outcomes were clearly set out according to different key stages of learning for students, providing schools with the basis for planning their curriculum and teaching.

The Task Force on Review of School Curriculum set up by the Government in 2017 conducted a curriculum review and explicitly pointed out that promoting values education (including sex education) through a holistic and integrated approach was still appropriate. Currently, schools have incorporated learning elements related to sex education, including personal growth and hygiene, cherishing and protecting oneself, puberty, making friends, dating, marriage and family, reproduction and contraception, gender equality and gender relationship, sexual harassment and refusal to others’ offenses, into the primary and secondary school subject curricula (including General Studies/Primary Humanities and Primary Science; Science, and Citizenship, Economics and Society at the junior secondary level; Ethics and Religious Studies, and Health Management and Social Care at the senior secondary level) as well as class teacher periods, weekly assemblies, school-based moral education lessons, personal growth lessons, cross-curricular learning activities, life-wide learning activities, school-based guidance and discipline schemes and activities, etc. Since sex education is

implemented with a cross-curricular approach in an integrated manner instead of as an independent “subject”, the concepts of teaching hours and number of periods are not applicable. At present, schools understand that the implementation of values education (including sex education) not only involves learning within and beyond the classroom and whole-school participation, but is also a shared responsibility of all school personnel.

As for special schools, it has been clearly specified in the *Curriculum Guide for Special Schools* announced in 2024 that based on the principle of “one curriculum for all”, special schools should provide all students with comprehensive learning experiences which they are entitled to, including knowledge, skills, values and attitudes of Key Learning Areas/subjects and important domains (including sex education), as the core elements of curriculum planning. Schools should also adapt and differentiate the central curriculum in developing their school-based curriculum, making flexible and appropriate arrangements for learning and teaching, so as to cater for the diverse needs of students.

The Education Bureau conducts surveys on timetables and subject information in primary, secondary and special schools in September every year. As revealed in the information submitted by schools since the 2023/24 school year, all responding schools (including special schools) have indicated that they were implementing values education (including sex education) through a cross-curricular approach in an integrated manner with a view to providing students with holistic learning experiences to foster their whole-person development.

- End -

CONTROLLING OFFICER'S REPLY

EDB279

(Question Serial No. 3858)

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

- (1) What was the breakdown of expenditure on purchasing teaching materials to help ethnic minority students aged between 0 and 12 adapt to life in Hong Kong in each of the past 5 years?
- (2) Has provision of funding been considered to incorporate Cantonese romanisation into the Chinese Language curriculum to facilitate ethnic minority students' adaptation to life in Hong Kong?

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 255)

Reply:

- (1) The Education Bureau (EDB) provides support measures for newly-arrived children (NAC), including the Initiation Programme and the Induction Programme, as well as the School-based Support Scheme Grant provided to publicly-funded schools, with non-Chinese speaking (NCS) NAC being one of the service targets. In addition, EDB provides additional funding for kindergartens joining the Kindergarten Education Scheme, public sector schools (including special schools) and Direct Subsidy Scheme schools offering the local curriculum and admitting NCS students. Schools generally use the additional funding to employ additional manpower to assist teachers in designing activities and teaching materials, or procure learning and teaching resources, hire professional services, organise activities for promoting an inclusive learning environment in schools, etc. They may plan holistically on the use of the funding, having regard to NCS students' specific learning needs and school-based needs, and exercise flexibility in deploying various resources (including the additional funding for NCS students) to provide appropriate support for NCS students. The expenditure on purchasing teaching materials is subsumed under the above related support services and various school resources, and a breakdown of the expenditure is therefore not available.
- (2) As regards NCS students' learning of Cantonese, teachers may flexibly employ Cantonese romanisation as learning tools in their teaching as appropriate, so as to help

students master oral communication and expression in Cantonese. Relevant teaching strategies have been covered in the professional development programmes for teachers provided by EDB. EDB has also provided learning and teaching resources, including “Character Recognition and Writing”, “Learning Cantonese Pronunciation” and “Audio Storybooks” under the Online Chinese Language Self-learning Resources. These learning materials feature read-aloud demonstrations to facilitate students’ learning of Cantonese and mastery of pronunciation. EDB will continue to review the implementation of various support measures to help NCS students master the Chinese language and their integration into the community.

- End -

CONTROLLING OFFICER'S REPLY

EDB280

(Question Serial No. 3828)

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 stated in the Brief Description of the Programme that the University Grants Committee (UGC) Secretariat is specifically tasked with, among other things, disbursing approved grants to the UGC-funded universities and monitoring their financial activities. In this connection, will the Government inform this Committee of the following –

- (1) Please provide in tabulated form the funding amounts allocated by the Government and the UGC, as well as the tuition fees and other sources of income of the 8 funded universities in each of the past 5 years (2020-21 to 2024-25).
- (2) Please provide in tabulated form the operating position and the aggregate amounts of reserves of the 8 funded universities in each of the past 5 years (2020-21 to 2024-25).
- (3) It is stated in paragraph 231(c) of the Budget Speech that the Government will provide funding of \$68.1 billion to the UGC-funded universities in the coming 3 years. While this funding has already reflected a 2% reduction target each year, it is still higher than the \$63.2 billion in the last triennium. How will the funding of \$68.1 billion be allocated among the 8 funded universities?
- (4) Are there any plans to encourage the 8 funded universities to offer more relevant courses on innovation and technology, artificial intelligence etc. for further nurturing talent?
- (5) Are there any plans to examine the reserves of the 8 funded universities, formulate standards for reserves management, and consider clawing back part of the funding where appropriate? If yes, what are the details? If not, what are the reasons?

Asked by: Hon KAN Wai-mun, Carmen (LegCo internal reference no.: 47)

Reply:

(1) and (2)

According to the annual financial reports of the eight University Grants Committee (UGC)-funded universities, the total income by sources of income of the universities, the surplus/(deficit) (covering UGC-funded activities and non-UGC-funded activities) and the total reserves of each university from the 2020/21 to 2023/24 academic years are set out at **Annexes 1 and 2** respectively. The relevant financial reports are also published on the

websites of the universities. The estimated amounts of funding to be allocated by the UGC for the universities in the 2024/25 academic year are as follows –

	2024/25 Academic year (July to following June) (\$ million)
Recurrent grants allocated in the form of a block grant	
City University of Hong Kong	2,455.5
Hong Kong Baptist University	1,326.9
Lingnan University	488.8
The Chinese University of Hong Kong	4,631.8
The Education University of Hong Kong	1,055.7
The Hong Kong Polytechnic University	3,322.1
The Hong Kong University of Science and Technology	2,509.3
The University of Hong Kong	4,939.4
Sub-total of recurrent grants	20,729.6
Recurrent grants to be allocated in the form of earmarked grants and funding	422.9
Total recurrent grants	21,152.4

* The above numbers may not add up due to rounding.

As the 2024/25 academic year has not concluded yet, other financial information on the 2024/25 academic year is not available from the universities for the time being.

(3)

Regarding the recurrent funding at a total cost of \$68.1 billion in the 2025/26 to 2027/28 triennium, the amounts of funding to be allocated to the UGC-funded universities are as follows –

	Academic year (July to following June)			
	2025/26 (\$ million)	2026/27 (\$ million)	2027/28 (\$ million)	Total (\$ million)
Recurrent grants allocated in the form of a block grant #				
City University of Hong Kong	2,757.2	2,682.0	2,601.5	8,040.7
Hong Kong Baptist University	1,410.1	1,364.9	1,322.4	4,097.5
Lingnan University	541.7	531.1	513.1	1,585.9
The Chinese University of Hong Kong	4,996.7	4,931.1	4,832.4	14,760.2
The Education University of Hong Kong	1,117.8	1,094.9	1,059.0	3,271.6
The Hong Kong Polytechnic University	3,785.1	3,706.0	3,604.7	11,095.8
The Hong Kong University of Science and Technology	2,713.6	2,640.1	2,560.7	7,914.4
The University of Hong Kong	5,402.7	5,311.0	5,196.5	15,910.2
Sub-total of recurrent grants	22,724.9	22,261.2	21,690.2	66,676.4
Recurrent grants to be allocated in the 2025-28 triennium in the form of earmarked grants and funding ^	479.3	479.3	469.3	1,427.8
Total recurrent grants	23,204.2	22,740.5	22,159.5	68,104.1

Figures are indicative, which may increase or decrease slightly when actual competition results on the allocation of research postgraduate student places and Research Grants Council projects are available.

^ These include funding to be allocated for Areas of Excellence Scheme, Earmarked Research Grants, knowledge transfer and sharing, and other centrally held provisions.

* The above numbers may not add up due to rounding.

(4)

In the 2022 Policy Address, the Chief Executive has set the key performance indicator that students in UGC-funded universities studying in STEAM disciplines (Science, Technology, Engineering, the Arts and Mathematics) will reach around 35% by the 2026/27 academic year. At the commencement of the planning exercise for the 2025-28 triennium, the UGC has conveyed to the universities the Government's objectives set for the UGC-funded sector. It has also set out the strategic direction of "Nurturing talents for growth, transformation and future challenges", emphasising that the universities should rise to the challenges of a technology-driven and digital economy with its disruptive and transformative effects and ensure that their academic programmes and curriculum as well as research environment will produce the next generation of talents equipped not only with attitude, knowledge and skills for present-day needs, but also trans-disciplinary aptitude, future-readiness and employability in response to the changing societal needs for sustainable development. The universities have responded positively to the above strategic direction. New interdisciplinary programmes will also be launched to fuse technology and other areas, including humanities and creative media, to embrace the era of artificial intelligence. There will also be new programmes in several technology-intensive areas, such as integrated circuits, microelectronics and cybersecurity, to nurture more high-calibre talents for Hong Kong to seize the opportunities. The introduction of these new programmes will broaden the variety of options to nurture more high-calibre talents and promote Hong Kong's development into an international innovation and technology hub.

(5)

To meet the Government's needs on public finances, the UGC-funded universities will return to the Government a lump sum of \$4 billion from the balances of the General and Development Reserve Fund (GDRF), which is part of the UGC-funded reserves, within the 2025-26 financial year. The amount, equivalent to over one-third of the GDRF, has fully demonstrated the UGC sector's commitment in the light of the severe fiscal challenges.

**Total Income of UGC-funded Universities by Sources of Income
from the 2020/21 to 2023/24 Academic Years**

Sources of Income <i>(at university level (i.e. excluding subsidiaries))</i>	University																UGC Sector	
	City University of Hong Kong		Hong Kong Baptist University		Lingnan University		The Chinese University of Hong Kong		The Education University of Hong Kong		The Hong Kong Polytechnic University		The Hong Kong University of Science and Technology		The University of Hong Kong			
	(HK\$ million)	% <i>(As a % of total income)</i>	(HK\$ million)	% <i>(As a % of total income)</i>	(HK\$ million)	% <i>(As a % of total income)</i>	(HK\$ million)	% <i>(As a % of total income)</i>	(HK\$ million)	% <i>(As a % of total income)</i>	(HK\$ million)	% <i>(As a % of total income)</i>	(HK\$ million)	% <i>(As a % of total income)</i>	(HK\$ million)	% <i>(As a % of total income)</i>	(HK\$ million)	% <i>(As a % of total income)</i>
2020/21 academic year																		
Government Subventions																		
Subventions from UGC ^(Note 1)	2,805	44.2%	1,474	34.6%	518	47.9%	5,074	41.8%	1,113	57.7%	4,322	55.4%	2,837	42.2%	5,344	39.6%	23,487	43.7%
Subventions from government agencies ^(Note 2)	250	3.9%	105	2.5%	11	1.0%	462	3.8%	87	4.5%	282	3.6%	326	4.8%	451	3.3%	1,974	3.7%
Sub-total*	3,055	48.2%	1,579	37.1%	529	48.9%	5,536	45.6%	1,200	62.2%	4,604	59.0%	3,163	47.0%	5,795	43.0%	25,461	47.4%
Tuition Fee and Other Incomes																		
Tuition and other fees	1,767	27.9%	1,295	30.4%	349	32.3%	2,297	18.9%	514	26.7%	1,759	22.5%	1,253	18.6%	2,482	18.4%	11,717	21.8%
Interest and investment income	1,236	19.5%	871	20.5%	133	12.3%	2,248	18.5%	78	4.0%	801	10.3%	1,826	27.2%	3,246	24.1%	10,438	19.4%
Donations and benefactions	73	1.2%	246	5.8%	49	4.5%	1,160	9.6%	92	4.8%	168	2.1%	139	2.1%	577	4.3%	2,504	4.7%
Ancillary services and other incomes	209	3.3%	266	6.2%	23	2.1%	894	7.4%	45	2.4%	475	6.1%	342	5.1%	1,387	10.3%	3,642	6.8%
Total income*	6,340	100.0%	4,258	100.0%	1,082	100.0%	12,136	100.0%	1,930	100.0%	7,808	100.0%	6,723	100.0%	13,486	100.0%	53,762	100.0%
2021/22 academic year																		
Government Subventions																		
Subventions from UGC ^(Note 1)	3,014	70.4%	1,547	53.1%	526	56.2%	5,165	56.9%	1,105	59.9%	3,997	60.6%	2,911	61.4%	5,586	58.4%	23,851	59.7%
Subventions from government agencies ^(Note 2)	290	6.8%	107	3.7%	13	1.4%	514	5.7%	88	4.8%	313	4.7%	341	7.2%	517	5.4%	2,185	5.5%

Sources of Income (at university level (i.e. excluding subsidiaries))	University																UGC Sector	
	City University of Hong Kong		Hong Kong Baptist University		Lingnan University		The Chinese University of Hong Kong		The Education University of Hong Kong		The Hong Kong Polytechnic University		The Hong Kong University of Science and Technology		The University of Hong Kong			
	(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)
Sub-total*	3,304	77.1%	1,654	56.8%	539	57.7%	5,679	62.6%	1,193	64.7%	4,310	65.3%	3,252	68.5%	6,104	63.8%	26,035	65.2%
Tuition Fee and Other Incomes																		
Tuition and other fees	1,834	42.8%	1,367	47.0%	478	51.1%	2,484	27.4%	529	28.7%	2,015	30.5%	1,519	32.0%	3,085	32.2%	13,310	33.3%
Interest and investment loss	(1,215)	-28.4%	(600)	-20.6%	(156)	-16.7%	(591)	-6.5%	(41)	-2.2%	(482)	-7.3%	(670)	-14.1%	(2,099)	-21.9%	(5,854)	-14.6%
Donations and benefactions	99	2.3%	189	6.5%	35	3.7%	467	5.1%	104	5.7%	233	3.5%	234	4.9%	1,013	10.6%	2,373	5.9%
Ancillary services and other incomes	261	6.1%	301	10.3%	39	4.2%	1,040	11.5%	58	3.2%	522	7.9%	409	8.6%	1,464	15.3%	4,094	10.2%
Total income*	4,283	100.0%	2,911	100.0%	935	100.0%	9,079	100.0%	1,843	100.0%	6,597	100.0%	4,744	100.0%	9,567	100.0%	39,959	100.0%
2022/23 academic year																		
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 Incomes																		
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%

Sources of Income (at university level (i.e. excluding subsidiaries))	University																UGC Sector	
	City University of Hong Kong		Hong Kong Baptist University		Lingnan University		The Chinese University of Hong Kong		The Education University of Hong Kong		The Hong Kong Polytechnic University		The Hong Kong University of Science and Technology		The University of Hong Kong			
	(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)
2023/24 academic year																		
Government Subventions																		
Subventions from UGC ^(Note 1)	3,121	47.5%	1,790	40.4%	601	37.8%	5,788	44.0%	1,307	53.5%	4,163	47.7%	3,366	46.2%	6,258	40.5%	26,394	44.2%
Subventions from government agencies ^(Note 2)	394	6.0%	126	2.9%	18	1.1%	646	4.9%	97	4.0%	575	6.6%	474	6.5%	698	4.5%	3,028	5.1%
Sub-total*	3,515	53.5%	1,916	43.2%	619	38.9%	6,434	48.9%	1,403	57.5%	4,738	54.3%	3,840	52.7%	6,956	45.0%	29,422	49.3%
Tuition Fee and Other Incomes																		
Tuition and other fees	2,196	33.4%	1,559	35.2%	753	47.3%	2,928	22.2%	656	26.9%	2,516	28.8%	1,714	23.5%	4,426	28.6%	16,747	28.1%
Interest and investment income	422	6.4%	544	12.3%	121	7.6%	1,953	14.8%	148	6.1%	579	6.6%	1,084	14.9%	1,577	10.2%	6,427	10.8%
Donations and benefactions	106	1.6%	145	3.3%	42	2.6%	661	5.0%	148	6.1%	271	3.1%	163	2.2%	910	5.9%	2,446	4.1%
Ancillary services and other incomes	333	5.1%	267	6.0%	56	3.5%	1,186	9.0%	85	3.5%	628	7.2%	485	6.7%	1,595	10.3%	4,636	7.8%
Total income*	6,572	100.0%	4,432	100.0%	1,590	100.0%	13,161	100.0%	2,441	100.0%	8,732	100.0%	7,286	100.0%	15,464	100.0%	59,679	100.0%

Source: Financial reports of the UGC-funded universities.

* The sum of figures may not add up to the total due to rounding.

Notes:

1. Subventions from UGC mainly include Block Grants, Earmarked Research Grants, other grants earmarked for specific purposes, Matching Grants and Research 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 the UGC-funded Universities
from the 2020/21 to 2023/24 Academic Years ^(Note 1)**

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
Surplus/(deficit) for the year (\$ million)								
2020/21 academic year	933	1,021	131	3,203	80	1,544	1,915	3,325
2021/22 academic year	(1,425)	(422)	(75)	283	(31)	320	(261)	(931)
2022/23 academic year	(345)	511	197	1,841	172	934	1,141	1,935
2023/24 academic year	175	661	247	2,934	309	524	1,196	3,788
Total reserves (HK\$ million)								
2020/21 academic year								
UGC-funded reserves								
GDRF	2,017	299	195	2,174	587	1,801	1,802	610
Matching Grants (including Research Matching Grants)	416	302	148	2,125	141	256	2,011	1,733
Sub-total*	2,433	601	343	4,299	728	2,057	3,813	2,343
Non-UGC-funded reserves ^(Note 2)	8,374	7,511	2,441	25,567	2,568	9,667	12,643	30,735
Total*	10,807	8,112	2,784	29,866	3,296	11,724	16,456	33,078
2021/22 academic year								
UGC-funded reserves								
GDRF	1,294	265	221	2,280	537	1,682	1,623	749
Matching Grants (including Research Matching Grants)	421	279	117	2,058	133	248	1,814	1,635

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
Sub-total*	1,715	543	338	4,338	670	1,930	3,437	2,384
Non-UGC-funded reserves <small>(Note 2)</small>	7,897	7,278	2,386	25,873	2,630	10,217	12,974	30,682
Total*	9,612	7,821	2,724	30,211	3,300	12,147	16,411	33,066
2022/23 academic year								
UGC-funded reserves								
GDRF	1,052	260	277	2,506	606	1,630	1,989	1,220
Matching Grants (including Research Matching Grants)	427	242	102	2,047	124	247	1,838	1,575
Sub-total*	1,479	502	379	4,553	731	1,877	3,827	2,795
Non-UGC-funded reserves <small>(Note 2)</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
2023/24 academic year								
UGC-funded reserves								
GDRF	1,063	395	254	2,893	756	1,173	2,297	2,285
Matching Grants (including Research Matching Grants)	433	215	91	2,085	113	250	1,803	1,541
Sub-total*	1,496	610	345	4,978	869	1,423	4,100	3,826
Non-UGC-funded reserves <small>(Note 2)</small>	9,582	9,429	2,989	30,523	2,897	12,745	15,830	37,668
Total*	11,078	10,039	3,334	35,502	3,767	14,168	19,930	41,495

Source: Financial reports of the UGC-funded universities.

* The sum of figures may not add up to 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. Non-UGC-funded reserves include self-financed reserves, donations and benefactions, research reserves, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB281

(Question Serial No. 3518)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The estimate for 2025-26 is 3% higher than that for 2024-25, representing an estimated increase of \$712.9 million. Please provide the following information –

- (a) Which areas are expected to receive the increased provisions? What is the percentage share for each area? What is the staff establishment involved?
- (b) In its press release in response to the Budget, the University Grants Committee (UGC) pointed out that the recurrent funding for the UGC-funded universities in the 2025-28 triennium has reflected the magnitude of efficiency savings applied government-wide, i.e. a progressive 2% reduction each year cumulatively to achieve total savings of about \$2.8 billion. Is the Government aware of the current financial position of the reserves held by each university? (Please provide the information in tabular form). Will the expenditure cut reflect in a particular area or in the overall expenditure? (If it will reflect in the reserves, please also indicate the area(s) to be affected.) Please state the specific area(s), if any. In addition, how will the expenditure cut impact the universities? Will the Government explain in detail?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 46)

Reply:

(a)

The revised estimate of the University Grants Committee (UGC) for 2024-25 is \$522.9 million higher than the original estimate for 2024-25. This is mainly due to the approval of 2024-25 civil service pay adjustment by the Government in July 2024, and the corresponding adjustments to the provisions for subvented bodies. The grants to UGC-funded universities has thus increased by \$515.7 million.

The estimate of the UGC for 2025-26 is \$190.0 million higher than the revised estimate for 2024-25. This is mainly due to the launching of the new round of Research Matching Grant Scheme in the coming year, involving an additional financial provision of \$212.1 million.

The increase is partly offset by the decrease in recurrent grants provided to the UGC-funded universities at a rate of 2% in the 2025/26 academic year. The above matter will be handled by existing manpower resources and no additional staff establishment will be involved.

(b)

According to the annual financial reports of the eight UGC-funded universities, the total reserves of each university for the 2023/24 academic year are set out at Annex. The relevant financial reports are also published on the websites of the universities. As the 2024/25 academic year has not concluded yet, information on the 2024/25 academic year is not available from the universities for the time being.

Under the existing mechanism, the UGC allocates recurrent grants to the eight UGC-funded universities in the form of a block grant. Against the background of a 2% reduction on the recurrent funding each year, we encourage the eight UGC-funded universities to utilise technology, streamline procedures and facilitate transformation without compromising the quality of teaching and research, in a bid to enhance operational efficiency and achieve the goal of saving resources. The universities will, having regard to their visions, missions and various considerations, decide on their own specific measures and arrangements to optimise resource allocation in view of the reduction on recurrent grants.

**Total Reserves of the UGC-funded Universities
for the 2023/24 Academic Year** ^(Note 1)

University	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Education University of Hong Kong	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
Total reserves (HK\$ million)								
2023/24 academic year (Balance as at 30 June 2024)								
UGC-funded reserves								
General and Development Reserve Fund	1,063	395	254	2,893	756	1,173	2,297	2,285
Matching Grants (including Research Matching Grants)	433	215	91	2,085	113	250	1,803	1,541
Sub-total*	1,496	610	345	4,978	869	1,423	4,100	3,826
Non-UGC-funded reserves ^(Note 2)	9,582	9,429	2,989	30,523	2,897	12,745	15,830	37,668
Total*	11,078	10,039	3,334	35,502	3,767	14,168	19,930	41,495

Source: Financial reports of UGC-funded universities

* The sum of figures may not add up to 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. Non-UGC-funded reserves include self-financed reserves, donations and benefactions, research reserves, etc.

- End -

CONTROLLING OFFICER'S REPLY

EDB282

(Question Serial No. 3519)

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:

On supporting Hong Kong's development into an international hub for post-secondary education through participation in international education conferences and exhibitions, promotional activities targeting prospective non-local students outside Hong Kong, encouraging institutions' collaboration and exchange with counterparts around the world as well as supporting universities to broaden local students' learning experience outside Hong Kong, please provide the following information –

- (a) What are the respective expenditures and staff establishment involved in the 4 aspects of participation in international exhibitions, launching of promotional activities, institutions' collaboration and exchange with counterparts around the world, as well as supporting universities to broaden local students' learning experience outside Hong Kong?
- (b) The latest Policy Address has set an indicator on striving to host more international education conferences and/or exhibitions in Hong Kong within 2026. What is the respective progress of the present conferences and exhibitions? How many conferences and exhibitions are expected to be hosted? How many countries or regions have been invited for participation and now accepted invitation to come to Hong Kong? What will be the flow of people involved and the sources of students expected to be attracted?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 47)

Reply:

To support universities in further promoting Hong Kong's higher education to the world, the University Grants Committee (UGC) has allocated \$20.47 million in the 2022-25 triennium for the Heads of Universities Committee's Standing Committee on Internationalisation (HUCOMSCI), comprising all eight UGC-funded universities, to participate in and organise various overseas activities. These include setting up jointly a "Study in Hong Kong" Pavilion in international expositions such as the annual conference and exhibition of the

NAFSA: Association of International Educators, the annual conference of the European Association for International Education (EAIE), as well as the annual conference of the Asia-Pacific Association for International Education (APAIE), so as to strengthen connections with the higher education sector in different places, promote the competitive edges of Hong Kong as an international post-secondary education hub to overseas partners, as well as visit different places to recruit overseas students.

Hong Kong has planned to participate in a number of event in 2025, which include:

- (a) the annual conference and exhibition of the APAIE held in Delhi, India, in March 2025;
- (b) the annual conference and exhibition of the NAFSA: Association of International Educators to be held in San Diego, the United States, in May 2025; and
- (c) the annual conference of the EAIE to be held in Gothenburg, Sweden, in September 2025.

In addition, Hong Kong has successfully bid to host the 2026 APAIE Conference and Exhibition. The APAIE Conference and Exhibition is one of the major events in the global higher education sector, which brings together leaders and representatives of the higher education sector from around the world. Hosting the APAIE Conference and Exhibition will not only promote the “Study in Hong Kong” brand and showcase the outstanding achievements of Hong Kong’s higher education to the world, thereby elevating the international status of universities in Hong Kong but also further deepen collaboration and exchanges between local post-secondary institutions and their counterparts around the world, thus promoting the development of Hong Kong into an international hub for post-secondary education.

Looking ahead, the UGC will continue to support universities in promoting the “Study in Hong Kong” brand and the efforts to develop Hong Kong into an international hub for post-secondary education. We will also consider funding allocation for the HUCOMSCI for the 2025-28 triennium in a timely manner.

On local students’ learning experience outside Hong Kong, starting from the 2023/24 academic year, the UGC has injected an additional \$100 million into the Funding Scheme for Mainland and Global Engagement and Student Learning Experience for the period up to the 2025/26 academic year. The funding scheme provides support to the UGC-funded universities to offer more exchange and learning opportunities outside Hong Kong, as well as to enhance cross-cultural exchanges on campus for creating a diversified and inclusive international learning environment.

The manpower and administrative expenditures involved in the relevant initiatives are subsumed under the recurrent expenditure and have not been itemised.

- End -

CONTROLLING OFFICER'S REPLY**EDB283****(Question Serial No. 3520)**Head: (190) University Grants CommitteeSubhead (No. & title): (-) Not specifiedProgramme: University Grants CommitteeControlling Officer: Secretary-General, University Grants Committee (Prof James TANG)Director of Bureau: Secretary for EducationQuestion:

The Government will launch a new round of the Research Matching Grant Scheme (RMGS) totalling \$1.5 billion to attract more organisations to support research endeavours of institutions. Please provide the following information –

- (a) The Government has made several rounds of injection since the launch of the RMGS in 2019, and a further injection of \$1.5 billion is now proposed. How many overseas research and development talents have been funded by the RMGS to come to Hong Kong for research in the past 3 years? What are the results?
- (b) What was the annual expenditure involved since the launch of the RMGS?
- (c) On what basis was the decision made to further inject \$1.5 billion?
- (d) How many researchers who came to Hong Kong under the RMGS have stayed on for further development each year?

Asked by: Hon LEUNG Tsz-wing, Dennis (LegCo internal reference no.: 48)

Reply:

The Government launched the first round of the Research Matching Grant Scheme (RMGS) totalling \$3 billion in 2019. Up to 2024, all matching grants have been fully disbursed, without any further injection during the period. The matching grants disbursed annually are as follows –

	Annual disbursement of matching grants
2019	\$553 million
2020	\$811 million
2021	\$693 million
2022	\$588 million
2023	\$266 million
2024	\$88 million

Note: Figures of each year may not add up to the total due to rounding.

The first round of RMGS successfully attracted over \$5.7 billion of donations/sponsorship from private corporations, charity foundations, trusts, non-governmental organisations, individual donors, etc. It has also achieved resounding success in fostering collaborative research and development. In addition to the publication of research journal articles, monographs, conference papers, universities and institutions have also established research centres through RMGS. There were also commercialised research outputs or patents filed in various fields, including machine learning, artificial intelligence, big data analytics, applied physics, clinical medicine, biomedical engineering, electronics, environmental engineering, digital humanities, etc. Some research have received awards and certification/accreditation, and are widely recognised and highly regarded internationally. As it is not an objective of RMGS to attract overseas researchers to Hong Kong, we do not maintain the relevant data.

RMGS is not meant to be a regular arrangement. The Government will therefore take into account the prevailing financial situation and different societal needs when considering whether to launch a new round of RMGS and its provisions. In the light of the fruitful outcome of the first round of RMGS, the Government will launch a new round of RMGS in mid-2025 to provide institutions with \$1.5 billion of matching grants over a 4-year period, so as to continuously encourage the higher education sector to diversify their research funding sources, and bolster support for institutions' academic research endeavours.

- End -

CONTROLLING OFFICER'S REPLY

EDB284

(Question Serial No. 3719)

Head: (190) University Grants Committee

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

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Prof James TANG)

Director of Bureau: Secretary for Education

Question:

The Government has been actively promoting the development of artificial intelligence (AI) in recent years, and local institutions dovetail with the Government's efforts by launching relevant projects. In this connection, will the Government inform this Committee –

- (1) regarding AI-related research projects funded in the past 5 years, of (a) the numbers of projects and (b) the amounts of funding provided, with a breakdown by the institutions funded;
- (2) of the numbers of such projects funded in the past 5 years and the amounts of funding provided, with a breakdown by the scope of basic research (including but not limited to large language models, computer vision models and acoustic models);
- (3) of the numbers of such projects funded in the past 5 years and the amounts of funding provided, with a breakdown by the fields of applied research (including but not limited to healthcare, community services, education, finance, administration of justice, commerce and infrastructure); and
- (4) whether any government departments or public organisations have translated findings of the abovementioned research projects to inform existing or future initiatives? If yes, please specify the initiative(s) concerned.

Asked by: Hon TIK Chi-yuen (LegCo internal reference no.: 247)

Reply:

(1) to (3)

The initiative of promoting development of artificial intelligence (AI) mainly falls within the policy responsibility of the Innovation, Technology and Industry Bureau and the Digital Policy Office, which have set up various funding schemes for collaboration among the industry, academia and research sectors. Meanwhile, the Research Grants Council (RGC) which operates under the aegis of the University Grants Committee (UGC) mainly

administers a number of academic research funding schemes, providing financial support to eligible institutions on a competitive basis for conduct of research projects. Based on available information, the numbers and project amount of funded research projects involving AI in the past 5 years, with breakdown by institution and discipline, are set out in the following tables –

Institution	2020/21		2021/22		2022/23		2023/24		2024/25 (Note 1)	
	No. of projects (Note 2)	Project amount (\$)	No. of projects	Project amount (\$)	No. of projects	Project amount (\$)	No. of projects	Project amount (\$)	No. of projects	Project amount (\$)
City University of Hong Kong (CityU)	2	1,747,990	5	3,710,918	6	4,343,107	11	19,083,313	7	7,690,213
Hong Kong Baptist University (HKBU)	3	2,058,622	3	2,902,133	3	2,154,261	1	1,216,200	4	2,791,776
Lingnan University (LU)	1	560,000	0	0	0	0	1	156,000	1	845,400
Chinese University of Hong Kong (CUHK)	4	2,875,284	6	12,594,723	8	50,608,831	11	20,218,330	18	109,703,385
Education University of Hong Kong (EdUHK)	2	1,992,570	3	2,945,410	3	2,507,984	3	3,018,520	7	6,994,406
Polytechnic University of Hong Kong (PolyU)	2	1,289,785	10	40,370,591	10	9,531,113	16	104,532,989	21	62,637,230
Hong Kong University of Science and Technology (HKUST)	7	37,786,636	6	56,589,680	4	12,409,742	5	3,588,021	13	98,548,566
University of Hong Kong (HKU)	6	50,035,329	4	2,709,921	11	49,757,045	10	8,254,262	13	12,282,856
Total	27	98,346,216	37	121,823,376	45	131,312,083	58	160,067,635	84	301,493,832

Year	Discipline (Note 3)	No. of projects	Project amount (\$)
2020/21	Business Studies	0	0
	Engineering	17	83,689,679
	Humanities & Social Sciences	3	1,981,600
	Biology & Medicine	3	2,680,006
	Physical Sciences	4	9,994,931
	Total	27	98,346,216
2021/22	Business Studies	3	1,356,079
	Engineering	22	110,995,355
	Humanities & Social Sciences	4	3,252,663

Year	Discipline (Note 3)	No. of projects	Project amount (\$)
	Biology & Medicine	5	4,794,234
	Physical Sciences	3	1,425,045
	Total	37	121,823,376
2022/23	Business Studies	5	3,418,992
	Engineering	24	110,866,690
	Humanities & Social Sciences	4	1,700,429
	Biology & Medicine	7	7,145,092
	Physical Sciences	5	8,180,880
	Total	45	131,312,083
2023/24	Business Studies	5	2,507,221
	Engineering	31	107,696,948
	Humanities & Social Sciences	12	7,143,630
	Biology & Medicine	6	39,322,623
	Physical Sciences	4	3,397,213
	Total	58	160,067,635
2024/25 (Note 1)	Business Studies	10	8,991,460
	Engineering	46	266,770,296
	Humanities & Social Sciences	17	12,540,304
	Biology & Medicine	7	9,735,867
	Physical Sciences	4	3,455,905
	Total	84	301,493,832

Note 1: As at 1 March 2025

Note 2: Only projects funded under various competitive research funding schemes of the RGC are included.

Note 3: RGC categorises the research projects by discipline only, instead of by scope or field of research.

In addition, under the debut round of Research Matching Grant Scheme administered by the RGC, a total of about \$169.5 million granted in the past 5 years to the UGC-funded universities were used on 54 research projects that involved AI.

(4)

The above AI-related research projects supported by the RGC cover various fields including medical and social services, smart city, as well as culture and creative industry. Some of these research projects have been completed, and the research outcomes have been transformed into practical applications through collaboration with government departments, public and private organisations, as well as industry stakeholders. For example, the project titled “A High-performance Distributed Machine Learning Framework for Graph-based Streaming Data with Smart City Applications” of the HKUST received funding to develop a new machine learning framework aimed at optimising the transportation system in Hong Kong. This project applied the research findings to real-world urban management through collaboration with the Transport Department, the Hong Kong Observatory and other organisations. Besides, the project titled “Building Platform Technologies for Symbiotic Creativity in Hong Kong” of the HKUST was funded to develop AI technologies specifically for use in art creation and design. The project team worked in collaboration with local arts institutions (such as the Hong Kong Academy for Performing Arts and the Hong Kong Dance Company etc.), bringing about new opportunities for the cultural and creative industries as well as the economic development of Hong Kong and the Greater Bay Area. Furthermore, the project titled “AI-powered Surgical Robots” of the CUHK funded in 2024/25 focused on developing highly autonomous AI-powered surgical robots. Such technology will be applied in medical institutes for conducting surgical clinical trials.

- End -