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### Replies to supplementary 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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**CONTROLLING OFFICER'S REPLY**

**S-EDB001**

**(Question Serial No. S001)**

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:

Hong Kong has set the goal of developing into an international hub for post-secondary education. As mentioned in the question I raised before, the Government has announced several sites selected for the Northern Metropolis University Town (NMUT). Given the small total area of these sites, it is believed that private student hostels and other living amenities would need to be provided in the surrounding development areas.

While there are criticisms about the slow progress of NMUT, it is still indicated in the initial reply that the NMUT Development Conceptual Framework will be published in the first half of 2026. Will the Education Bureau disclose its work specific to NMUT and the major financial expenditures in this financial year and consider publishing the Development Conceptual Framework earlier at the end of this year so that studies on how various development areas can meet the development needs of NMUT can be advanced?

Asked by: Hon CHAN Yuet-ming

Reply:

After consulting the Development Bureau, we provide a consolidated reply as follows –

In this financial year, the Government will continue to take forward the planning and engineering study, land use review study, site investigation and design of the Hung Shui Kiu/Ha Tsuen and Ngau Tam Mei New Development Areas, and the New Territories North (NTN) New Town, with the funding previously approved by the Legislative Council (LegCo). Details are set out below –

	<b>Project expenditures or estimates</b> (in money-of-the-day (MOD) prices) <sup>(Note)</sup>
<b>Hung Shui Kiu/Ha Tsuen New Development Area (stage 2)</b>	Funding for the detailed design and site investigation (Item No. 7846CL: \$395.6 million) and for the site formation and engineering infrastructure (Item No. 7829CL: \$20.272 billion) was approved by LegCo in 2020 and 2024 respectively.
<b>Ngau Tam Mei New Development Area</b>	Funding for the land use review study was approved by LegCo in 2021 (Item No. 7F54CL: \$49.8 million) and 2023 (Item No. 7F83CL: \$47.63 million), and funding (of around \$155 million) for the detailed design was reserved in 2025.
<b>NTN New Town</b>	Funding for the planning and engineering study (Item No. 7854CL: \$200.8 million) was approved by LegCo in 2021.

Note: As the engineering and planning studies mentioned above cover the entirety/parts of the New Development Areas, separate figures for the provisions concerning the Northern Metropolis University Town are not available.

The Education Bureau is 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 still plan to publish the NMUT Development Conceptual Framework in the first half of 2026, thereby taking forward the relevant work further.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB002**

**(Question Serial No. S009)**

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 written reply EDB070 that the Education Bureau (EDB) has not compiled figures on student beneficiaries and amount of grant by students' age and school type (i.e. government school, aided/caput school, Direct Subsidy Scheme (DSS) school, private school, international school, etc.) regarding the student grant of \$2,500 for secondary day-school, primary school and kindergarten students. In this regard,

- (1) how can EDB formulate the fiscal policy of targeted poverty alleviation without compiling relevant figures for subsequent analysis?
- (2) will EDB consider taking a more moderate approach to direct limited resources to areas most in need through conducting reviews from the school type angle, given that EDB did not indicate in the reply whether it would consider reducing the student grant for primary and secondary students studying in DSS schools, private schools and international schools, but it was stated at the meeting of the Legislative Council Finance Committee that the effectiveness of various grants would be kept under review?

Asked by: Hon KAN Wai-mun, Carmen

Reply:

(1) and (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 is non-means-tested and is not a poverty alleviation measure. All students attending secondary day-schools, primary schools, special schools and kindergartens (KGs) offering local or non-local curriculum in Hong Kong are eligible to apply for the grant, irrespective of the school type. As such, the Education Bureau (EDB) has not compiled figures on student beneficiaries by students' age and school type (including government school, aided school, Direct Subsidy Scheme (DSS) school, private school and international school). Notwithstanding, the distribution of eligible applicants is, in principle, similar to that of students attending the abovementioned types of schools in Hong Kong. The numbers of students in Hong Kong and the distribution ratios by school type in the 2024/25 school year are set out below for reference –

School type		Number of students*	Distribution ratio
<b>KG</b>	-	125 426	15.8%
<b>Primary school</b>	Public sector (including special school)	254 506	32.0%
	DSS	16 031	2.0%
	Private (including international school)	53 169	6.7%
<b>Secondary school</b>	Public sector (including special school)	266 358	33.5%
	DSS	48 276	6.1%
	Private (including international school)	30 832	3.9%
<b>Total</b>		794 598	100.0%

\* Numbers of students as at mid-September 2024.

In response to the changes in the current social situation, EDB has to, in light of the prevailing circumstances, abolish the student grant across the board from the 2025/26 school year. In fact, the Government has been providing 12 years' free primary and secondary education to all children through public sector schools and implementing the Kindergarten Education Scheme (the Scheme), under which around 90% of the half-day programmes offered by KGs joining the Scheme are free of charge, while the school fees for whole-day programmes are maintained at a low level. In addition, 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 schemes administered by the Working Family and Student Financial Assistance Agency, such as 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. 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. On the whole, the number of student beneficiaries (including students in receipt of the flat-rate grant for school related expenses under the Comprehensive Social Security Assistance Scheme) amounts to about 30% of the total number of pre-primary, primary and secondary students.

EDB will uphold the principle of effective utilisation of public resources by strategically allocating the limited resources to projects that directly enhance education quality, bringing more practical benefits to students' learning and growth. 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 the needs of students and school development as well as priorities.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB003**

**(Question Serial No. S004)**

Head: (156) Government Secretariat: Education Bureau

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

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

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

Director of Bureau: Secretary for Education

Question:

In November last year, the Government indicated that the blueprint for the Northern Metropolis University Town (NMUT) would be promulgated in 2026. By early March this year, it was reported that at least 11 tertiary institutions intended to set up establishments in the Northern Metropolis. Will the Government please advise this Committee of the number of institutions which intend to establish a presence in NMUT to date?

Asked by: Hon LEUNG Mei-fun, Priscilla

Reply:

The Government is committed to developing 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. In August 2023, the Education Bureau invited institutions which are interested in commenting on the post-secondary education development in the Northern Metropolis to submit brief proposals and make presentations to facilitate mutual exchange. There were 19 post-secondary institutions that participated in this engagement activity and submitted proposals. In considering the development options for NMUT, we will adopt a merit-based approach to ensure that the institutions to be accommodated align with the strategies and regional development positioning of NMUT.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB004**

**(Question Serial No. S005)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (000) Operational expenses, (001) Salaries, (700) General non-recurrent

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:

Will the Government provide additional resources to facilitate smooth transition or transformation of the schools concerned? If yes, what are the details; if no, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla

Reply:

If school sponsoring bodies (SSBs) and aided schools opt for merger with other aided school under the same or different SSBs, schools operating subsidised Primary One 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 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. In case there are redundant/surplus teachers in a school 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 their staff strength through natural wastage and other means. The above option is only applicable to applications for mergers between aided schools. The schools concerned upon merger will continue to operate in subvention mode and their mode of operation will not be changed as a result of merger.

As regards aided schools that are allocated school sites or vacant school premises for reprovisioning through the School Allocation Exercises, the Government will construct new school premises or conduct suitable refurbishment works, and provide the Furniture and Equipment Subsidy for them.

- End -

**CONTROLLING OFFICER'S REPLY****S-EDB005****(Question Serial No. S007)**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 individuals who registered for the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the past 4 years and the current year (2025), please list (i) the numbers of those who registered as private candidates, and among them, (ii) the numbers of those who registered with identity documents other than Hong Kong Identity Cards; as well as the numbers of those who satisfied the following requirements in each of these two groups in each year –

- (a) sat the previous HKDSE or an equivalent examination; or
- (b) reached the age of 19 by 1 January of the year of the Examination; or
- (c) completed or is currently pursuing a non-HKDSE curriculum equivalent to Secondary 6 as determined by the Hong Kong Examinations and Assessment Authority in the year preceding the Examination.

Asked by: Hon ZHANG Xinyu, GaryReply:

(a) to (c)

The numbers of individuals who registered for the Hong Kong Diploma of Secondary Education Examination (HKDSE) as private candidates from the 2020/21 to 2024/25 academic years, and among them, the numbers of those who registered with identity documents other than Hong Kong identity (HKID) cards, as well as the numbers of those who satisfied one or more of the examination registration requirement(s) in each of these two groups in each year are tabulated as follows –

<b>Year of Examination</b>	<b>Requirement(s) satisfied*</b>	<b>No. of private candidates registered</b>	<b>No. of private candidates who registered with identity documents other than HKID cards</b>
2021	(a)	2 340	30
	(b)	2 365	24



Year of Examination	Requirement(s) satisfied*	No. of private candidates registered	No. of private candidates who registered with identity documents other than HKID cards
	(a) and (b)	3 213	7
	(c)	189	123
	<b>Total</b>	<b>8 107</b>	<b>184</b>
2022	(a)	1 892	7
	(b)	1 855	19
	(a) and (b)	2 782	4
	(c)	430	265
	<b>Total</b>	<b>6 959</b>	<b>295</b>
2023	(a)	2 177	6
	(b)	1 877	21
	(a) and (b)	3 122	2
	(c)	461	209
	<b>Total</b>	<b>7 637</b>	<b>238</b>
2024	(a)	1 657	19
	(b)	1 975	113
	(a) and (b)	2 623	3
	(c)	1 176	414
	<b>Total</b>	<b>7 431</b>	<b>549</b>
2025	(a)	2 144	22
	(b)	2 829	262
	(a) and (b)	2 651	22
	(c)	2 538	653
	<b>Total</b>	<b>10 162</b>	<b>959</b>

Note:

\* Individuals who have satisfied one of the following requirements may enter for the HKDSE as private candidates:

Requirement (a): sat the previous HKDSE or an equivalent examination; or

Requirement (b): reached the age of 19 by 1 January of the year of the Examination; or

Requirement (c): completed or is currently pursuing a non-HKDSE curriculum equivalent to Secondary 6 as determined by the Hong Kong Examinations and Assessment Authority in the year preceding the Examination.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB006**

**(Question Serial No. S002)**

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 Secretary for Education said in her remarks that “to support post-secondary, and vocational and professional education and training, we will launch a new round of the Research Matching Grant Scheme totalling \$1.5 billion to attract more organisations to support research endeavours of institutions.” In this connection, will the Government inform this Committee of the following –

Regarding the Research Matching Grant Scheme of \$1.5 billion, what will be the matching ratio between the Government and the institutions? Will enterprises or other stakeholders be invited to participate in the scheme?

Asked by: Hon LEUNG Mei-fun, Priscilla

Reply:

Under the new round of Research Matching Grant Scheme (RMGS) with a total grant amount of \$1.5 billion, each university/institution will be prioritised for matching grant provision for the amount of secured non-public donations/sponsorship/research grants on a dollar-for-dollar matching basis (i.e. \$1 government grant for every \$1 of donations secured by university/institution) up to the “floor” level (\$20 million). A \$1 for \$2 matching ratio (i.e. \$1 government grant for every \$2 of donations secured) will be applied for the amount above the “floor” level (\$20 million) on a first-come-first-served basis until the “ceiling” level (\$200 million) is reached. In the light of the multiplier effect in the first round of RMGS, it is estimated that \$1.5-billion government matching grants will be disbursed under the new round of RMGS and may attract about \$2.58-billion non-public donations/sponsorship, providing more than \$4 billion of research funding in total for the participating universities/institutions over the 4-year period.

Enterprises and other stakeholders may provide the eight University Grants Committee-funded universities (including their self-financing arms/units) and 13 local self-financing degree-awarding institutions with donations/sponsorship/research grants, as well as enter into

research contracts with them through the new round of RMGS, thereby enabling them to continue to diversify research funding sources.

- End -

**CONTROLLING OFFICER'S REPLY**

**S-EDB007**

**(Question Serial No. S003)**

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 Secretary for Education said in her remarks that the Government would “increase the quota of the Hong Kong PhD Fellowship Scheme to 400 places per year.” In this connection, will the Government inform this Committee of the following –

Will the scheme's policies be tilted, to a certain extent, in favour of particular fields of research? If yes, what are the details? If not, what are the reasons?

Asked by: Hon LEUNG Mei-fun, Priscilla

Reply:

The Hong Kong PhD Fellowship Scheme seeks to attract Hong Kong and the world's best and brightest talent to pursue Research Postgraduate programmes in Hong Kong. Selection of the Scheme is merit-based by taking into consideration applicants' academic excellence, research ability and potential, communication and interpersonal skills, as well as their leadership abilities. Applicants' research area is not a prime consideration of the Scheme.

- End -

**CONTROLLING OFFICER'S REPLY****SV-EDB001****(Question Serial No. SV002)**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:

As at mid-March 2025, among the 7 school sponsoring bodies (SSBs) of international schools with outstanding interest-free loans from the Government, 4 had loans not yet due for repayment. Please provide information on when the loan repayment by these 4 SSBs will commence.

Asked by: Hon HO King-hong, Adrian PedroReply:

As at mid-March 2025, a total of 4 school sponsoring bodies (SSBs) of international schools had their interest-free loans not yet due for repayment to the Government. The 4 loans should be repaid in 120 instalments from the dates as indicated in the last column of the table below –

<b>SSB</b>	<b>Loan amount (\$ million)</b>	<b>Repayment amount per instalment (\$ million)</b>	<b>Due date for the first repayment instalment <sup>Note</sup></b>
Malvern College Hong Kong Limited	320	2.7	17 March 2025
Christian Alliance International School Limited	519	4.3	28 April 2025
French International School “Victor Segalen” Association Limited	318	2.7	23 March 2026
Shrewsbury International School Hong Kong Limited	287	2.4	28 April 2025

Note: In July 2020, the Financial Committee (FC) of the Legislative Council approved the Government's interest-free loans to the 4 SSBs tabulated above, and approved that the first instalment of repayment would be due 2 years after the drawdown. To ease the cash flow concerns of these schools amidst the epidemic of COVID-19, FC further approved in February 2022 a 2-year deferral of their first repayment instalment, with the loan settlement date also extended for 2 years as a relief measure. As such, the first repayment instalment of the Government's interest-free loans by the 4 SSBs tabulated above is not due until 4 years after the drawdown.

- End -

**CONTROLLING OFFICER'S REPLY**

**SV-EDB002**

**(Question Serial No. SV004)**

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 some schools (especially government schools) refuse to allow “shadow teachers” to provide on-site assistance and support for students with special educational needs (SEN), how will the Government adjust its policy to optimise the resource allocation for special education and enhance the support for students with SEN, including the engagement of “shadow teachers” at schools?

Asked by: Hon KWOK Ling-lai, Lillian

Reply:

“Shadow teacher” generally refers to a person who shadows a student with special educational needs (SEN) to provide individualised assistance in class or at school, such as helping these students complete learning tasks, managing their emotions or behaviours, and facilitating the communication and interactions with classmates and teachers.

In fact, the Education Bureau (EDB) currently provides a wide range of resources to public sector ordinary schools for supporting students with SEN. On top of regular subvention, EDB has been providing schools with additional resources, professional support and teacher training. Schools can flexibly pool together and deploy the Learning Support Grant as well as other resources based on the overall needs of students and according to the principle of “individual calculation and holistic deployment”, including employing additional teachers and teaching assistants and hiring professional services to provide individualised intensive support for students requiring tier-3 support. Moreover, for schools with particularly difficult cases, EDB provides them with an additional time-limited cash grant for employing temporary teaching assistants to cater for the imminent needs of individual students requiring intensive support.

Furthermore, schools have established multi-disciplinary teams, including school-based educational psychologists (EPs), guidance personnel, school social workers, etc., to provide professional counselling and support for students with SEN. From the 2016/17 school year onwards, EDB has implemented progressively the Enhanced School-based Educational Psychology Service for public sector ordinary primary and secondary schools with a

comparatively large number of students with SEN. Each EP generally serves 4 to 6 schools at present. Furthermore, EDB and the Social Welfare Department have implemented the measures of “one school social worker for each school” and “two school social workers for each school” respectively in primary and secondary schools.

Apart from the above additional resources and professional support for schools, EDB has launched support programmes and services to address different types of SEN so that students in need can be provided with targeted support. For instance, the Government has been assisting public sector ordinary primary and secondary schools in implementing the Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder Model in phases since the 2020/21 school year, aiming to strengthen support for students with Autism Spectrum Disorder (ASD). Under this model, EDB enhances the confidence and capacities of teachers and school personnel in supporting students with ASD through School-based Multi-Disciplinary Professional Support. Moreover, starting from the 2021/22 school year, small group training on social adaptive skills has been introduced through Non-Governmental Organisation (NGO)-School Collaboration to improve the social adaptive and learning capabilities of students with ASD. NGO-School Collaboration also includes a Strength-based Programme designed for senior secondary students with ASD. This programme helps unleash students’ potential and strengthen their life planning by organising special courses that accord with their strengths and interests.

As seen above, a wide range of resources are available to schools, including the employment of additional teachers and teaching assistants to provide individualised assistance to students with SEN in class or at school. As far as EDB is concerned, it is not common for primary and secondary schools to hire “shadow teachers”. Individual “shadow teachers”, mostly arranged by the students’ parents themselves, might be persons without relevant professional training. As for appointment and the authorisation of outsiders to enter the school campus, schools must put the well-being of all students as their prime consideration and create a safe learning environment, as well as ensure that all personnel supporting students meet the employment and work requirements. Schools can flexibly arrange appropriate support in light of their circumstances and students’ needs. If individual parents plan to hire a “shadow teacher” for their children with SEN, they should communicate with the school to gain a thorough understanding of the school’s relevant arrangements and ascertain whether the role of the “shadow teacher” accords with the school’s support plan and aligns with the learning goals of the children.

- End -



**CONTROLLING OFFICER'S REPLY**

**SV-EDB003**

**(Question Serial No. SV005)**

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:

Given the keen demand for student guidance services, how will the Government adjust its resource allocation to subsidise schools to employ professionals with qualifications in guidance?

Asked by: Hon KWOK Ling-lai, Lillian

Reply:

The Education Bureau provides comprehensive student guidance and support services to public sector primary and secondary schools through the implementation of Whole School Approach (WSA) and multi-disciplinary collaboration. Under WSA, preventive, remedial and developmental student guidance services are provided through the collaborative student guidance work among all personnel of different disciplines in schools (including teachers, student guidance personnel (SGP), school social workers and school-based educational psychologists). In recent years, the Government has been continuously allocating additional resources and implementing the policy of “one school social worker for each school” in primary schools. Schools may, having regard to their circumstances, employ at least one school-based registered graduate social worker with professional qualifications. Moreover, additional resources, including the Top-up Student Guidance Service Grant and Consultation Service Grant, are available for schools to employ SGP outside the regular staff establishment (such as teachers or professionals with qualifications in guidance or other equivalent qualifications) or procure related services from organisations. The existing arrangement 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, the Social Welfare Department has implemented the measure of “two school social workers for each school”, and enhanced the supervisory and administrative support. As the needs for 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 strengthen the support for students.

- End -

**CONTROLLING OFFICER'S REPLY**

**SV-EDB004**

**(Question Serial No. SV003)**

Head: (156) Government Secretariat: Education Bureau

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

Programme: (4) Secondary Education

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

Director of Bureau: Secretary for Education

Question:

Please provide a breakdown of the estimated expenditure on the Business-School Partnership Programme 2.0, and advise on the amount and percentage of expenditure on collaboration with the tourism and hospitality industry therein, as well as the relevant details.

Asked by: Hon YIU Pak-leung

Reply:

Since the launch of the Business-School Partnership Programme 2.0 (BSPP 2.0) in the 2022/23 school year (as at end-February 2025), 171 organisations have joined as business partners through BSPP 2.0 and the total number of BSPP business partners has increased to over 570. In the 2023/24 school year, the business partners have collaborated with the Education Bureau (EDB) to organise more than 2 000 free career exploration activities. Of these, the business partners related to the tourism and hospitality industry organised over 420 activities, including work experience programmes, workplace visits, job shadowing, career talks, workshops, etc, accounting for 20% of the total number of activities and benefitting more than 3 000 student participants. EDB deploys existing resources to implement the work related to BSPP 2.0. As the expenditure involved has been subsumed under the departmental expenditure of EDB, a breakdown of the expenditure is not available.

- End -