

**Replies to supplementary questions raised by Finance Committee Members in  
examining the Estimates of Expenditure 2005-06**

**Director of Bureau : Secretary for Education and Manpower**

**Session No.: 11**

**File name : S-EMB-e1.doc**

<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<b>EMB</b>				
<a href="#">S-EMB01</a>	S18	CHAN Yuen-han	156	Vocational Education and Training
<a href="#">S-EMB02</a>	SV30	CHAN Yuen-han	156	Vocational Education and Training
<a href="#">S-EMB03</a>	S24	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">S-EMB04</a>	S25	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">S-EMB05</a>	S26	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">S-EMB06</a>	S27	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">S-EMB07</a>	S28	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">S-EMB08</a>	S29	CHEUNG Chiu-hung, Fernando	156	Special Education
<a href="#">S-EMB09</a>	S32	CHEUNG Chiu-hung, Fernando	156	Other Educational Services and Subventions
<a href="#">S-EMB10</a>	SV35	CHEUNG Man-kwong	156	Other Educational Services and Subventions
<a href="#">S-EMB11</a>	SV27	WONG Kwok-hing	156	
<a href="#">S-EMB12</a>	SV31	WONG Kwok-hing	156	Manpower Development
<a href="#">S-EMB13</a>	S22	LAU Sau-shing, Patrick	156	Policy and Support
<a href="#">S-EMB14</a>	SV32		156	Policy and Support
<a href="#">S-EMB15</a>	SV33	CHEUNG Yu-yan, Tommy	156	Primary Education Secondary Education
<a href="#">S-EMB16</a>	SV34	LEUNG Yiu-chung	156	Primary Education Secondary Education

<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<b>UGC</b>				
<a href="#">S-EMB17</a>	S31	CHEUNG Chiu-hung, Fernando	190	University Grants Committee
<a href="#">S-EMB18</a>	S33	CHEUNG Chiu-hung, Fernando	190	University Grants Committee

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB01**

Question Serial No.

S018

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (7) Vocational Education and Training

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

1. Were the trainees who could not secure jobs relevant to training able to find other jobs? If yes, what was the percentage and what posts did they hold?
2. How often are the contents of courses reviewed and revised in response to market needs?

Asked by:    Hon. CHAN Yuen-han

Reply:

In 2002-03, 2003-04 and 2004-05, the number and percentage of retrainees who were employed after training and the major types of their jobs are shown in the annex.

The Employees Retraining Board (ERB) regularly reviews the content of all the retraining courses to ensure that they meet the market requirement. ERB has set up Trade Advisory Groups and Course Steering Groups which comprise employers, trade experts and training providers to review course content, course materials and assessment criteria to ensure that the retrainees can meet the market needs. User opinion surveys are also conducted regularly to gauge employers and retrainees' views on the effectiveness of the training offered.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

16 April 2005

**Employees Retraining Board: Analysis on placement not related to training**

Financial Year	Course type (Major placement-tied courses)	No. of graduates placed and placement rate	Placement not related to training					Total
			Job type, number and % (note 2)					
2002-03	Security / Property Management	15 944 79%	Cleaner 674 (10%)	Shop Assistant 589 (9%)	Waiter 551 (8%)	Worker 465 (7%)	Others (Domestic helper, Construction worker, Packaging worker, Garment worker) 4 586 (66%)	6 865 (100%)
	Local Domestic Helper	13 120 85%	Shop Assistant 412 (18%)	Packaging worker 248 (12%)	Garment worker 247 (11%)	Waiter 212 (9%)	Others (Worker, Office Assistant, Restaurant worker, Leaflet distributor) 1 134 (50%)	2 253 (100%)
	Clerical	4 852 70%	Shop Assistant 474 (19%)	Packaging worker 158 (6%)	Waiter 135 (6%)	Tutor 133 (6%)	Others (Sales representative, Cashier, Domestic helper, Promoter) 1 534 (63%)	2 434 (100%)
	Healthcare / Personal Care Worker	3 121 80%	Cleaner 148 (14%)	Shop Assistant 121 (11%)	Domestic helper 118 (11%)	Worker 76 (7%)	Others (Waiter, Packaging worker, Garment worker, Babysitter) 616 (57%)	1 079 (100%)
2003-04	Security / Property Management	15 874 80%	Waiter 661 (9%)	Cleaner 647 (9%)	Shop Assistant 574 (8%)	Janitor 501 (7%)	Others (Worker, Domestic helper, Technician, Driver) 4 825 (67%)	7 208 (100%)
	Local Domestic Helper	13 678 86%	Shop Assistant 501 (19%)	Waiter 336 (13%)	Garment worker 236 (9%)	Worker 212 (8%)	Others (Packaging worker, Restaurant worker, Manufacturing worker, Clerk) 1 313 (51%)	2 598 (100%)
	Healthcare / Personal Care Worker	3 456 79%	Cleaner 267 (19%)	Domestic helper 167 (12%)	Shop Assistant 117 (8%)	Waiter 115 (8%)	Others (Worker, Garment worker, Clerk, Packaging worker) 755 (53%)	1 421 (100%)
	Clerical	2 807 68%	Shop Assistant 349 (26%)	Packaging worker 71 (5%)	Waiter 67 (5%)	Sales representative 62 (5%)	Others (Tutor, Cashier, Worker, Caretaker) 808 (60%)	1 357 (100%)
2004-05 (Note 1)	Security / Property Management	8 454 83%	Construction worker 314 (9%)	Shop Assistant 291 (9%)	Waiter 269 (8%)	Cleaner 260 (8%)	Others (Worker, Domestic helper, Driver, Technician) 2 217 (66%)	3 351 (100%)
	Local Domestic Helper	6 727 86%	Shop Assistant 272 (22%)	Waiter 171 (14%)	Packaging worker 120 (10%)	Worker 115 (9%)	Others (Garment worker, Clerk, Restaurant worker, Caretaker) 585 (45%)	1 263 (100%)
	Healthcare / Personal Care Worker	1 866 81%	Cleaner 116 (15%)	Domestic helper 93 (12%)	Shop Assistant 87 (11%)	Waiter 65 (8%)	Others (Worker, Packaging worker, Garment worker, Clerk) 405 (53%)	766 (100%)
	Clerical	1 011 74%	Shop Assistant 85 (22%)	Tutor 33 (8%)	Worker 28 (7%)	Waiter 27 (7%)	Others (Domestic helper, Cashier, Caretaker, Packaging worker) 224 (56%)	397 (100%)

Note :

- 1) Figures shown in the table are from April to September 2004 only. Figures from October 2004 to March 2005 are not yet available.
- 2) % = Number in specific job type / Total number placed in jobs not related to training.

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB02**

Question Serial No.

SV30

Head: 156 Government Secretariat:      Subhead (No. & title):  
Education and Manpower Bureau

Programme:                      (7) Vocational Education and Training

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

At Hon CHAN Yuen-han's request, the Administration would provide an analysis of the reasons why in 2004/05, 32% of the retrainees who had completed training did not secure employment in jobs directly relevant to their training.

Asked by:    Hon. CHAN Yuen-han

Reply:

The Employees Retraining Board does not collect information on the reasons why retrainees could not secure employment in jobs directly related to their training. Nevertheless, general feedback from retrainees and training bodies suggest the following plausible reasons -

- (a) a retrainee may find a job again in his previous trade;
- (b) a retrainee may find conditions in the type of jobs for which he has been retrained not meeting his expectations, and hence accept other job offers;
- (c) a retrainee's personal attributes may not be competitive in job-seeking and the retrainees may have to accept whatever job available; and
- (d) availability of job openings in the specific trade at the time of completion of the course.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

16 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB03**

Question Serial No.

S024

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                                    (4) Special Education

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question: Regarding the resources allocated to special education and integrated education, will the Government inform us as to whether additional resources will be given to the 19 special schools currently participating in the Project on Special Schools cum Resources Centres, given that the Education and Manpower Bureau, though admitting that the project is effective, has failed to provide any additional resources for these schools? If yes, when will additional resources be given and in what way? If not, please explain.

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

In the 2004/05 school year, 19 special schools are serving as resource centres to support mainstream schools in catering for students with special educational needs (SEN). The types and levels of support are determined by respective schools having regard to their expertise and capacity. Due to declining enrolment, some special schools have spare capacity which can be deployed to support mainstream schools.

Under the School-based Professional Support Programmes, two special schools have been selected as Professional Development Schools (PDS) to lead professional sharing and support on SEN matters in mainstream schools for the 2005/06 and 2006/07 school years. Each PDS will be allocated a cash grant of \$260,000 per year. We will monitor the demand for each support services.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

15 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB04**

Question Serial No.

S025

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (4) Special Education

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question: Regarding the resources allocated to special education and integrated education, would the Government inform us of the number of primary school students involved in the Intensive Remedial Teaching Programme and Whole-school Approach to Integrated Education in each year since the implementation of the Integrated Education Programme? What is the unit cost for each student ?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

Since the implementation of the Integrated Education (IE) Programme in the 1997/98 school year, the numbers of primary pupils involved in the Intensive Remedial Teaching Programme (IRTP) and the IE Programme are listed as follows:

School year	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05
IRTP	9 060	9 720	10 350	11 010	11 600	12 300	13 500	12 280
IE	36	36	95	193	300	474	550	552

To support pupils with special educational needs, the participating schools are required to adopt a whole-school approach in teaching. Hence, it is not possible to isolate the cost of services for these pupils.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

15 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB05**

Question Serial No.

S026

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (4) Special Education

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question: Regarding the resources allocated to special education and integrated education, would the Government inform us as to whether provision for integrated education has increased or decreased with the introduction of a new funding model to gradually replace the existing Whole-school Approach to Integrated Education and Intensive Remedial Teaching Programme, given that some principals consider the new funding model a reduction of provision in disguise and government figures also show that the increase in provision under the new model is in fact less than the cut in provision under the Intensive Remedial Teaching Programme ?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

At present, mainstream schools with 4 or less students with special educational needs (SEN) in the Integrated Education Programmes (IEPs), and 7 or less in the Intensive Remedial Teaching Programmes (IRTPs) are not eligible for additional resources. The pilot New Funding Mode (NFM), which is in the form of a cash grant on a per capita basis, is provided to schools in lieu of the present provisions of the IEPs and the IRTPs. The NFM is to bridge the service gap, distribute the resources evenly, and allow schools to have more flexibility to deploy resources with a view to adopting the whole-school approach to support students with SEN.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

15 April 2005



Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB06**

Question Serial No.

S027

Head: 156 Government Secretariat:      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (4) Special Education

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question

With only about 600-odd students studying in schools for social development, would the Government inform this Committee of:

- (i) whether we have in fact so few maladjusted children, and what the estimated number of maladjusted children is in Hong Kong; and
- (ii) the number of children waiting to enter schools for social development in the past five years?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

- (i) Maladjustment is transient in nature. Schools for social development admit students throughout the year. As at 15 January 2005, of 960 places in these schools, there are 815 students on roll and 73 students being processed for admission.
- (ii) There have been sufficient school places in the past five years.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

15 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

S-EMB07

Question Serial No.

S28

Head: 156 Government Secretariat      Subhead(No. & title):

Education and Manpower Bureau

Programme:                      (4) Special Education

Controlling Officer:          Permanent Secretary for Education and Manpower

Director of Bureau :          Secretary for Education and Manpower

Question:

Regarding Reply Serial No. EMB009, the unit cost of providing special education training for a special school teacher is about \$60,000, while the unit cost of school-based training programmes for primary and secondary schools providing integrated education is only \$200 or so. Can the Administration inform this Council:

- i. the effectiveness of special education training for teachers and school-based training. Have the school-based training programmes provided sufficient training for teachers to teach students with special needs?
- ii. what are the reasons for the great difference in the unit cost for these two types of training?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

- i. The special education training is a structured professional development course for special education teachers. The course provides teachers with theoretical framework on various special educational needs (SEN), strategies in catering for individual differences and skills in conducting school-based action researches. General feedback from the teachers is positive.

The 10-hour school-based training is an effective initial training for teachers of mainstream schools participating in the Integrated Education (IE) Programme. For the training programmes completed in the 2003/04 school year, a vast majority of the participants were satisfied. The school-based training prepares teachers of mainstream schools for adopting the whole-school approach to supporting their students with special educational needs. We also conduct further school-based or theme-based training for teachers on a need basis. Teachers wishing to acquire further knowledge can also participate in other in-service professional development courses, post-graduate diploma/certificate courses, bachelor/master degree courses on SEN offered by tertiary institutions.

- ii. The difference in the unit cost of the two types of training is due to a difference in duration of the training and depth of its contents. The special education training offers 120 hours of training which aims at helping teachers acquire more in-depth understanding of student diversity and

inclusive practices, in addition to in-depth skills in managing specific types of SEN. It also aims at enhancing teachers' competence in conducting school-based action research. The 10-hour school-based training, on the other hand, is a highly focused course to prepare teachers in mainstream schools for adopting the whole-school approach to supporting a small number of their students with SEN. It aims to provide teachers with an overall understanding of the needs of SEN students and the IE programme.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 16 April 2005 _____

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB08**

Question Serial No.

S029

Head: 156 Government Secretariat: Subhead(No. & title):  
Education and Manpower Bureau

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau: Secretary for Education and Manpower

Question:

Given that there are difficulties encountered in implementing Integrated Education Programme, such as parents' insistence on sending their children with multiple disabilities to mainstream schools, and some schools' worries over their overall standard of student admissions if they take in too many students with a disability:

- (i) What will the Government do to overcome these difficulties?
- (ii) With the absence of a set of authoritative guidelines from the Education and Manpower Bureau, parents of students with special educational needs (SEN) do not know whether they should send their children to mainstream or special schools. As a result, some SEN students have to return to special schools having experienced difficulties in learning and adaptation in mainstream schools. In view of this, will the Government provide parents of SEN children with clearer guidelines to prevent occurrence of such mismatching?
- (iii) Given that some schools are unwilling to admit SEN students, is such an act in breach of the Disability Discrimination Ordinance?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

- (i)&(ii) The school placement of students with disability is based on the diagnosis/assessment findings and recommendations of relevant professionals, including doctors, psychologists, audiologists and education professionals, and in the light of parental choice. We have closely liaised with the professionals of the Hospital Authority, Department of Health and Social Welfare Department to ensure that the parents and the professionals have the common understanding on the best schooling for their children. For children requiring special school placement, we will advise and provide relevant information on the appropriate special schools to parents facilitating them to make an informed decision.

If a student has a disability that is difficult for him/her to study in a mainstream school, our officers will work with the parents and the school to tackle the problem. We may arrange for an alternative school placement if required.

- (iii) The Disability Discrimination Ordinance makes it unlawful for educational establishments to discriminate against a person with a disability unless there is an unjustifiable hardship for the educational establishments. We have already reminded the schools to abide by the Ordinance and to uphold the principle of equal opportunities.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Fanny Law

Post Title \_\_\_\_\_ Permanent Secretary for Education and Manpower

Date \_\_\_\_\_ 15 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO**  
**SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB09**

Question Serial No.

S32

Head: 156 Government Secretariat:      Subhead (No. & title):

Education and Manpower Bureau

Programme:                    (5) Other Educational Services and Subventions

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question:

According to Reply Serial No. EMB 135, the resources for academic programmes in the kindergarten education at sub-degree level in the 2005/06 academic year is \$55 million less than that of the 2004/05 academic year. The Secretary for Education and Manpower mentioned that the saving achieved would be allocated back to the training for kindergarten teachers (KT training). Would the Administration provide information on the following:

1. Has the saving of \$55 million been allocated back in full to KT training? If so, which heads and programmes has it been allocated to? What are the details (including content and implementation timetable) of the KT training programmes funded by such saving?
2. If only part of the saving is allocated back to KT training, what is the remaining amount used for?
3. If the saving is not allocated back to KT training, please explain the use of it. How does the Government ensure that by doing so, the quality of KT training programmes would not be affected?

Asked by: Hon. CHEUNG Chiu-hung, Fernando

Reply:

The purported saving of \$55 million represents UGC's assumption of institutions' reduction in spending on early childhood teacher training in 2005/06 academic year as compared to the 2004/05 academic year. Since recurrent funding for UGC-funded institutions is in the form of a block grant, we do not know how much is spent on early childhood teaching training.

The Government recognizes the importance of early childhood teacher training and has been implementing various measures to raise the qualifications and quality of KG teachers and principals. The policy measures include:

- (i) to raise the entry requirements of KG teachers from two passes in the Hong Kong Certificate of Education (including one language subject) to five passes, including both Chinese and English, from the 2001/02 school year;

- (ii) to require all newly recruited KG principals to have completed the Certificate in Education (Kindergarten) (CE(KG)) from September 2002;
- (iii) to require all newly recruited KG teachers to possess a Qualified Kindergarten Teacher (QKT) qualification from the 2003/04 school year;
- (iv) to require 100% of QKTs (based on a teacher to pupil ratio of 1:15) by the 2004/05 school year; and
- (v) to require all serving KG principals to have completed CE(KG) by the 2005/06 school year.
- (vi) Over the years, steady progress has been made and we expect to attaining the set policy targets in full by the end of the 2005/06 school year. The in-service Qualified Kindergarten Teacher training places will no longer be needed following the achievement of the set policy target for kindergarten teachers in the 2004/2005 school year. Resources will be redeployed to procure around 400 additional in-service CE(KG) places in the 2005/2006 school year through open tendering. The total provision of training places for early childhood education sector as a whole in 2005/06 is comparable to that in 2004/05.

A review of the qualifications of early childhood educators will be conducted in the 2005/06 school year to work out further upgrading measures. It is the intention of the Government to allocate appropriate resources to provide sufficient places to cater for all KG teachers to receive training at certificate level.

In addition to providing training courses leading to the award of formal qualifications, the Government has provided other diversified professional development programmes and training opportunities to enhance the professionalism of KG teachers, such as:

- (i) to organize briefings on promoting the performance indicators for quality KG education;
- (ii) to organize professional development seminars and workshops for serving KG teachers to strengthen their pedagogical knowledge and skills; and
- (iii) to organize tailor-made courses for serving KG principals to enhance their leadership and management skills.

The Government will continue to provide opportunities to enhance both the qualifications and professional development of KG teachers and principals.

Signature	_____
Name in block letters	Mrs Fanny Law
Post Title	Permanent Secretary for Education and Manpower
Date	18 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO**  
**SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB10**

Question Serial No.

SV35

Head: 156 Government Secretariat:      Subhead (No. & title):  
 Education and Manpower Bureau

Programme: (5) Other Educational Services and Subventions

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Would the Administration provide with regard to the training for kindergarten teachers, the titles, the number of intakes and the planned number of training places for subsidized (fully or partially) pre-service and in-service teacher training courses for the academic years 2002/03 to 2007/08.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The titles, the planned number of training places for fully subsidized pre-service and in-service teacher training courses from the 2002/03 to 2007/08 academic years are as follows:

Relevant Training Programmes	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
	Planned number of training places (Note 1&2)	Planned number of training places (Note 1&2)	Planned number of training places (Note 1&2)	Planned number of training places (Note 2)	Planned number of training places (Note 2)	Planned number of training places (Note 2)
In-service QKT Course	624	462	244	0	0	0
Pre-service QKT Course	363	170	150	150	150	150
In-service CE(KG) Course	528	551	464	640 (Note 3)	640 (Note 3)	640 (Note 3)
Pre-service CE(KG) Course	100	180	180	180 (Note 4)	180 (Note 4)	180 (Note 4)
In-service BEd(ECE) Course	36	36	45	60	60	60

Note 1: The planned number of provision shown may be different from the actual intakes.

Note 2: The figures include places funded by University Grants Committee (UGC), Vocational Training Council (VTC) and EMB. The participants pay tuition fees in line with the standing policy.

Note 3: Including around 400 additional in-service CE(KG) places in the 2005/2006 school year to be procured by the government through open tendering.

Note 4: Approval has been granted by UGC for the Hong Kong Institute of Education to convert 60, 60 and 90 of the places in the 2005/06, 2006/07 and 2007/08 academic years respectively for the introduction of a new four-year full-time Bachelor of Education (Honours) (Early Childhood Education) Programme. These places have been included in the table.



Signature

Name in block letters

Post Title

Date

---

Mrs Fanny Law

---

Permanent Secretary for Education and Manpower

---

18 April 2005

---

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB11**

Question Serial No.

SV27

Head: 156 Government Secretariat      Subhead (No. & title):  
Education and Manpower Bureau

Programme:

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question:

The Administration is requested to -

- (a) Advise whether any fund has been set aside for installing flag poles in schools for raising both national flag and SAR flag;
- (b) Provide a breakdown of information on the number of public and non-public schools which have one and two flag poles respectively; and
- (c) Advise the timetable, if any, for undertaking flag pole installation work in public and non-public schools in the territory

Asked by:    Hon. WONG Kwok-hing

Reply:

- (a) Schools can apply for capital grant through the annual major repairs exercise funded under Head 156 GS:EMB Subhead 900 Codes of Aid for existing schools – maintenance, repairs and minor improvement (block vote) for the installation of flag poles for raising both the national flag and the SAR flag.
- (b) According to our records, out of a total number of about 900 government and aided school premises, some 60 aided schools have not yet installed flag pole(s) due to various reasons, e.g. school not having sufficient or appropriate space for the installation, school being housed in temporary premises, or the pole(s) being temporarily removed for repair works, etc. We do not keep statistics on whether public and non-public schools having flag poles installed have one or two flag poles.
- (c) Aided schools have been encouraged to install flag poles and top priority is given to such applications in the annual major repairs exercise. Other than for the reasons given in (b) above, all schools have installed flag poles.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

16 April 2005

Examination of Estimates of Expenditure 2005-06

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB12**

Question Serial No.

**SV31**

Head: 156 Government Secretariat  
Education and Manpower Bureau

Subhead(No. & title):

Programme: (6) Manpower Development

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau: Secretary for Education and Manpower

Question: At Hon WONG Kwok-hing's request, the Administration would provide the membership list of each of the six Industry Training Advisory Committees, including information on the trade unions to which the employee representatives belong.

Asked by: Hon. WONG Kwok-hing

Reply:

To ensure the relevance of qualifications and related training in the vocational sector, we are setting up Industry Training Advisory Committees (ITACs) for various industries. One of the primary responsibilities of the ITACs is to specify the competency standards required at different levels of qualifications for the industries. The ITAC is industry based and comprises representatives of employers, employees and professional bodies (if any). Appointments are made on an ad personam basis. The membership lists of the six ITACs established so far are set out below.

**Hairdressing Industry Training Advisory Committee**

**Employers**

Mr Norman CHIU

Mr HUI Hon-fai, Charlie

Mr KONG Shu-lam

Mr LAI Kwok-ming, Mydy

Mr LAI Sing-man, Simon

Mr LEE Yiu-wing, Stephen

Mr LEUNG Kwok-wah, Wilson

Mr David LI

Mr NG Wai-man, Raymond

Mr Zico TSOI

Mr Darrin USHER

## **Professional Bodies**

Mr TANG Wai-on, Anthony

Mr PANG Kam-chiu (Chairman)

Mr CHENG Kit-hung, Anthony

## **Employees**

Mr HUYNH Wai-yin                      Hong Kong Hairdressing & Make-Up Trade  
Workers General Union

Mr LEE Lum-hing                      Hong Kong Hairdressing & Make-Up Trade  
Workers General Union

Mr LEE Pong-nang                      Hong Kong Hairdressing & Make-Up Trade  
Workers General Union

Mr TONG Kang-yiu, Ken              Hong Kong Hairdressing & Make-Up Trade  
Workers General Union

## **Watch & Clock Industry Training Advisory Committee**

### **Employers**

Mr Stanley LAU (Chairman)

Mr K. S. NG

Mr Tommy LEUNG

Mr Kevin LAU

Mr YIP Siu-fan

Mr Lawrence CHENG

Mr Ricky LAW

Mr Raymond S. S. CHENG

Mr WU Ku-chuen

Mr TSE Wai-hang

Mr LAU Tsz-sau, Jacky

Mr CHAN Che-kwong, William

Mr AU Yu-fan, Gabriel

### **Employees**

Mr LEUNG Chok-fu                      Hong Kong & Kowloon Clock & Watch  
Trade Workers Union

Mr KAN Chung-yin                      Hong Kong & Kowloon Clock & Watch  
Trade Workers Union

Mr CHAN Che-wai                      Hong Kong & Kowloon Clock & Watch  
Trade Workers Union

Mr LEE Chi-chong                      Hong Kong & Kowloon Clock & Watch  
Trade Workers Union

### **Chinese Catering Qualifications Framework Advisory Committee**

#### **Employers**

Mr. CHING Kwong-kee (Chairman)

Mr. CHAN Cheung-chor

Mr. Macro CHEUNG

Mr. CHEUNG Sing-hung

Ms. CHUNG Lai-kuen

Mr. CHUNG Wai-ping

Mr. LEE Kwong-kut

Mr. WAN Ming, Albert

Mr. WONG Ka-wo, Simon

Mr. WONG Yiu-hung

Mr. WOO Chu, Thomas

Mr. WOO Lun

Mr. YEUNG Tin-ming

Mr. YEUNG Wai-sing

#### **Employees**

Mr. CHAN Kam-yau                      Kwun Sang Catering Professional Employees  
Association

Mr. CHAN Wai-lun                      Chinese & Western Food Workers Union

Mr. NGAN Chun-hung                      HK Eating Establishment Employees General Union

Mr. SIU Che-shing                      Catering and Hotels Industries Employees General  
Union

Mr. SZETO Wing-tim                      Hong Kong & Kowloon Restaurant & Café Workers  
General Union

Mr. YUEN Fuk-wo                      Catering Trade Administrative Employees  
Association

## **Printing & Publishing Industry Training Advisory Committee**

### **Employers**

Mr LEE Tak-wing, James (Chairman)

Mr HO Ka-hun

Mr KWONG Tze-hea, Patrick

Mr LAU Hoi-tung

Mr LIN Kai-yin, Stanley

Mr LO Chi-hong

Dr Markus RALL

Mr SHUM Yiu-nam, Sunny

Mr TSANG Hip-tai

### **Professional Bodies**

Mr Enphy CHEUNG

Mr CHEUNG Wong-cheong, Dennis

Mr John K. F. NG

Mr SINN Kwok-chung, Patrick

Mr YIP Wai-chi, Derek

### **Employees**

Ms CHAN Wai-man                      Hong Kong Printing Industry Workers Union

Mr FAN Pak-tim                         Hong Kong Printing Industry Workers Union

Mr HO Ming-kyong                     Hong Kong Printing Industry Workers Union

Mr LAU Kut-leung                      Hong Kong Printing Industry Workers Union

## **Electrical and Mechanical Services Industry Training Advisory Committee**

### **Employers**

Mr. Paul CHONG (Chairman)

Mr. CHOW Cheuk-tao

Mr. Peter LAM

Mr. Raymond LIN

Mr. Raymond SYNN  
Ir. Peter WONG  
Mr. Conson YU  
Mr. B. H. YU  
Ir. William L.S. CHAN  
Mr. Francis CHENG  
Mr. KWAN Chung-ming  
Mr. MAK Tsz-cheung  
Mr. SHUM Man-fai

**Professional Body**

Ir. Joseph LEUNG

**Employees**

Mr. CHOY Ip-kin	Fire and Security Engineering Employees Association
Mr. CHU Yuk-ching	Hong Kong and Kowloon Electrical Engineering and Appliances Trade Workers Union
Mr. KWOK Chi Keung	Hong Kong Air-conditioning & Refrigerating Trades Workers General Union
Mr. LAI Chi-keung	Hong Kong General Union of Lift and Escalator Employees
Mr. LAM Cho-kong	Hong Kong Plumbing General Union
Mr. NG Wai-sun	Hong Kong Shipbuilding, Machinery Manufacturing and Steel Industries Employees General Union
Mr. WONG Kam-fai	Hong Kong Electrical Engineering Professional Employees Association
Mr. SIN Kai-ming	The Federation of Hong Kong Electrical and Mechanical Industries Trade Unions

## **Property Management Industry Training Advisory Committee**

### **Employers**

Mr. Stephen YUEN (Chairman)

Mr. Edmond CHAU

Mr. Danny CHEUNG

Mr. Peter HO

Mr. Alkin KWONG

Mr. Alfred LAI

Mr. LEE Pak Chung

Mr. SUEN Kwok Lam

Mr. Cliff WONG

### **Professional Bodies**

Mr. Albert SO

Mr. Tony TSE

Mr. WONG Kit Loong

Mr. Kelvin YAU

### **Employees**

Mr. LAM Yun Sum                      Hong Kong General Union of Security & Property  
Management Industry Employees

Mr. LUK Wai Sing                      Hong Kong Property Management & Technical  
Employees Association

Mr. MA Kai Man                      Hong Kong Housing Management Employees  
Union

Mr. NG Shui Keung                      Property Management Administrative and Clerical  
Staff Association

Mr. IU Chung Yiu                      Hong Kong Buildings Management and Security  
Workers General Union



Signature

Name in block letters

Post Title

Date

---

Mrs Fanny Law

---

Permanent Secretary for Education and Manpower

---

16 April 2005

---

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

S-EMB13

Question Serial No.

S22

Head: 156 Government Secretariat:                      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (8) Policy and Support

Controlling Officer:              Permanent Secretary for Education and Manpower

Director of Bureau :              Secretary for Education and Manpower

Question: Reply Serial No. EMB100 refers. Despite the Administration's plan to allow more non-local students to enter Hong Kong for studies from 2005/06 academic year onward, there lacks sufficient supporting measures, such as earmarking of additional resources for the provision of extra hostels.

In this case, what measures will be taken by the Administration to ensure that the institutions can provide adequate hostel places for the overseas students? Does the Administration have other plans, such as conversion of remaining Home Ownership Scheme (HOS) flats into student hostels?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

As indicated in reply serial no. EMB100, as a matter of policy, all non-local students of full-time publicly-funded programmes in University Grants Committee (UGC)-funded institutions at all levels are eligible for student hostels. Nonetheless, additional hostel provision is subject to availability of land and funds. UGC-funded institutions are encouraged to make the best use of their existing stock of student hostels; and think imaginatively whether any other forms of assistance can be provided to non-local students. We welcome suggestions from the institutions on ways to meet an increasing need for student hostels in future.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

16 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB14**

Question Serial No.

SV32

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

Programme:                      (8) Policy and Support

Controlling Officer:      Permanent Secretary for Education and Manpower

Director of Bureau :      Secretary for Education and Manpower

Question: The Administration would provide information on the purpose or use of the premises of the 24 schools closed in the school years 2001/02 to 2004/05.

Asked by:

Reply:

Between the 2001/02 and 2004/05 school years, 24 schools have been closed. Upon school closure, the vacant premises, subject to the land status, would be allocated to other sponsoring bodies for whole-day primary school conversion, reprovisioning, decanting or for other educational purposes, such as using as an education services centre, a teacher centre, a resource teaching services centre. Depending on the needs of the community, the premises can also be made available for community uses, such as youth centre, community centre or community hall for ethnic minorities. We will provide more detailed information vide an information paper to the LegCo Panel on Education before the end of the current LegCo session.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

15 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EMB15**

Question Serial No.

SV33

Head: 156 Government Secretariat:            Subhead(No. & title):  
Education and Manpower Bureau

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

Controlling Officer: Permanent Secretary for Education and Manpower

Director of Bureau : Secretary for Education and Manpower

Question: Please provide information in respect of the schools that have stopped Primary 1 admission in the school years 2001/02 to 2004/05 and had carried out School Improvement Programme (SIP), specifying the respective dates of the decision to stop Primary 1 admission and to carry out SIP.

Asked by: Hon. CHEUNG Yu-yan

Reply:

From the 2001/02 to 2004/05 school years, 22 primary schools with SIP carried out have stopped the admission of Primary 1 pupils. The respective dates of the decision to stop Primary 1 admission and to carry out SIP are set out below:

School Year	Number of Schools Stopped P1 Admission in that School Year but with SIP	Date of Approval to Carry out SIP	Date of the Decision to Stop Primary 1 Admission
2001/02	0	Not applicable	Not applicable
2002/03	0	Not applicable	Not applicable
2003/04	8 (excluding those bi-sessional schools which stopped P1 admission in one session only)	3 schools in 1994 1 school in 1996 4 schools in 2001	April 2003
2004/05	14 (excluding those bi-sessional schools which stopped P1 admission in one session only)	3 schools in 1995 2 schools in 1996 2 schools in 1998 7 schools in 2001	February 2004
Total	22		

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Fanny Law

Post Title \_\_\_\_\_

Permanent Secretary for Education and Manpower

Date \_\_\_\_\_

15 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

S-EMB16

Question Serial No.

SV34

Head: 156 Government Secretariat      Subhead(No. & title):  
Education and Manpower Bureau

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

Controlling Officer:    Permanent Secretary for Education and Manpower

Director of Bureau :    Secretary for Education and Manpower

Question:

At Hon. LEUNG Yiu-chung's request, the Administration agreed to consolidate from the written replies information in respect of demand and supply of school places and number of new schools built by the Government on the basis of each district for the school years 2000/01 to 2010/11.

Asked by:    Hon. LEUNG Yiu-chung

Reply:

The number of places and students broken down by district for primary and secondary schools of all sectors (including government, aided, Direct Subsidy Scheme (DSS), Caput, Bought Place Scheme, local private and international schools) from 2000/01 to 2004/05 school years are given in Tables 1A and 1B of the Appendix.

2.        Tables 2A and 2B of the Appendix set out the projections on demand and supply of public sector primary and secondary school places broken down by district from 2005/06 to 2010/11 school years. The projections are used for macro planning purposes in the School Building Programme. The projected demand has taken into account various factors including projections on the age and geographic distribution of the Hong Kong population and past enrolment data. The projected supply has included the additional school places that arise from school projects being planned, some of which have yet to be submitted to the Finance Committee for funding approval. In examining the demand and supply figures, four points are noteworthy. First, demographic figures are not the only factor to be considered in planning for the School Building Programme. In addition to meeting the student demand, our Programme has to support other policy objectives such as the injection of diversity into the education system and provision of choices for parents and students. In particular, projects pursued for whole-day conversion of operating bisessional schools and reprovisioning/redevelopment of existing schools have little, if any, impact on the overall supply and demand balance. Second, the projected demand for school places in a district may be to a certain extent at variance with the actual enrolment. This is because the ultimate share amongst districts is largely affected by parental preferences which defy any accurate prediction. Third, the tables at Appendix are compiled for reference in connection with the School Building Programme; they should not be used in a simplistic manner to deduce other non-school building related implications. Lastly, school sites for building new schools may not necessarily fall in districts with shortfall of school places and hence in some districts supply of school places may be greater than required.

3.        In the light of the latest population projections released by the Census and Statistics Department in mid-2004, which point to a more rapid decline in school-age population than the previous projections and hence a smaller demand for school places, a review of the School Building Programme is being conducted. Pending the results of the review, the projections on supply of school places will be adjusted. We will brief the LegCo Panel on Education on the review outcome later this year.

4. Table 3 of the Appendix sets out the number of new schools completed and under construction for 2000/01 to 2006/07 school years. We are unable to advise on the number of schools to be built from 2007/08 school year onward since the school projects are still under planning. Whether or not the planned school projects could materialize depends on their technical feasibility studies and funding approval by the Finance Committee.

Signature	_____
Name in block letters	_____ Mrs Fanny Law _____
Post Title	_____ Permanent Secretary for Education and Manpower _____
Date	_____ 18 April 2005 _____

**Table 1A: Number of Places and Students in Primary Day Schools by District, 2000/01 - 2004/05**

District	2000/01		2001/02		2002/03		2003/04		2004/05	
	Places	Students	Places	Students	Places	Students	Places	Students	Places	Students
Central & Western	21439	19527	20938	19028	20775	18346	20042	17654	20073	17189
Wan Chai	21231	19886	20862	19501	19973	18132	19783	17546	19200	17128
Eastern	35460	32734	34819	32286	35167	32494	33921	31236	32458	29547
Southern	17253	15877	16374	15623	16470	15265	15949	14861	14033	12993
Yau Tsim Mong	27035	26545	26964	25708	26922	25132	24683	23031	23202	21640
Sham Shui Po	30506	28056	29796	27366	26731	23852	27750	24570	26412	23363
Kowloon City	42883	39257	42391	38990	42065	38445	41340	37173	40369	35722
Wong Tai Sin	32797	32704	32995	32598	31831	31692	31251	30841	30057	29071
Kwun Tong	34332	33769	35052	33755	35457	33916	34354	33183	32092	30885
Sai Kung	19637	19272	21464	20936	22195	21224	21900	21228	23531	23169
Sha Tin	39690	39423	40401	39807	40001	38908	39024	37554	37519	35138
Tai Po	27018	26047	25849	24298	24630	21975	22819	20306	21026	18618
North	28474	27576	28423	26879	27264	24967	26051	23381	23740	21697
Yuen Long	40038	39203	43699	41423	47818	44818	47854	45618	46286	44048
Tuen Mun	41544	40533	41085	40281	39794	38606	37676	36204	35432	33552
Tsuen Wan	20552	20516	20492	20181	19686	19293	18989	18609	18440	17578
Kwai Tsing	27865	28043	27299	27324	28561	28104	27771	27372	26528	26287
Islands	7111	5011	8872	7091	9429	8049	9620	8425	10225	8993
All Districts	514865	493979	517775	493075	514769	483218	500777	468792	480623	446618

- Notes: (1) Figures do not include special schools.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.

**Table 1B: Number of Places and Students in Secondary Day Schools by District, 2000/01 - 2004/05**

District	2000/01		2001/02		2002/03		2003/04		2004/05	
	Places	Students	Places	Students	Places	Students	Places	Students	Places	Students
Central & Western	18460	17445	17992	17022	17567	16454	17273	16085	16748	15552
Wan Chai	23916	21822	23322	21000	22129	20002	20428	18623	20265	18334
Eastern	34338	31886	35464	32754	35237	33105	35352	33195	35624	33107
Southern	18765	17695	18734	17540	18577	17470	18804	17525	19196	17784
Yau Tsim Mong	20014	19586	19351	18970	18836	18391	18824	18555	18525	18143
Sham Shui Po	25720	25150	25037	24517	24728	23932	25832	25145	26370	24857
Kowloon City	41220	40406	41071	39798	41222	40171	41432	39915	41639	40073
Wong Tai Sin	24890	24241	24726	24315	25077	24718	25137	24707	25298	24778
Kwun Tong	35092	33967	34605	33056	35187	34063	36270	35241	37210	35971
Sai Kung	16080	14919	17720	16200	18587	17360	20150	18995	23168	21783
Sha Tin	46459	44414	47305	44597	46718	44586	46768	44713	47757	45512
Tai Po	25123	24557	25033	24320	25448	24697	25340	24428	25281	24091
North	21308	21063	22112	21657	22620	22209	22889	22373	22720	22302
Yuen Long	31629	30739	33342	32240	34995	34140	36449	35972	38347	37917
Tuen Mun	38235	36717	37898	36720	38537	37612	38934	38318	39634	39189
Tsuen Wan	15271	14873	14566	14061	14426	13968	14371	14012	14310	13876
Kwai Tsing	35563	34233	35151	34317	35070	34303	34872	33935	35096	34408
Islands	3690	2980	4040	3371	4820	4108	6448	5486	7573	6372
All Districts	475773	456693	477469	456455	479781	461289	485573	467223	494761	474049

- Notes: (1) Figures do not include special schools, skills opportunity schools and practical schools. Skills opportunity schools and practical schools completed mainstreaming in August 2004 are, however, included.  
(2) Figures refer to the position as at September of the respective years.  
(3) Figures for 2004/05 are provisional and subject to revisions.



**Table 2A: Projections on Demand and Supply of Public Sector Primary School Places, 2005/06-2010/11**

District	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11	
	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)
Central & Western	296	379	295	370	303	299	311	302	314	302	306	302
Wan Chai	152	364	148	354	151	348	162	328	162	328	157	328
Eastern	742	842	688	825	661	810	641	793	621	776	601	772
Southern	396	349	387	343	360	389	326	385	293	385	274	385
Yau Tsim Mong	411	675	398	639	395	629	408	624	426	619	433	619
Sham Shui Po	561	536	533	537	502	555	484	554	490	553	528	553
Kowloon City	527	809	508	785	488	766	477	766	477	766	509	766
Wong Tai Sin	668	826	602	808	548	775	493	771	462	767	447	767
Kwun Tong	954	896	914	881	868	875	829	863	840	862	880	862
Sai Kung	776	760	744	771	717	764	676	791	649	789	630	787
Sha Tin	1043	1232	972	1235	919	1226	884	1221	864	1217	854	1212
Tai Po	517	616	476	599	440	584	411	576	402	568	405	568
North	623	650	590	641	580	651	574	688	555	684	545	679
Yuen Long	1324	1243	1252	1237	1191	1280	1149	1274	1132	1279	1103	1279
Tuen Mun	1025	1140	959	1110	908	1018	851	1006	811	993	780	985
Tsuen Wan	505	569	491	536	472	522	458	522	448	522	438	522
Kwai Tsing	915	818	903	805	876	865	854	865	817	865	798	865
Islands	266	256	284	256	279	256	267	268	259	268	263	268
All Districts	11700	12960	11142	12731	10658	12612	10253	12596	10020	12542	9950	12519

- Notes :
1. Projections on demand for school places are derived based on the 2003-based population projections released by the Census and Statistics Department in mid-2004 and the projected population distribution by District Council District released by the interdepartmental Working Group on Population Distribution Projections (WGPD) in October 2004.
  2. Projections on supply of school places are based on the September 2004 School Building Programme. They are subject to revisions pending the outcome of the review of the School Building Programme.
  3. Figures may not add up to totals due to rounding.

**Table 2B: Projections on Demand and Supply of Public Sector Secondary School Places, 2005/06-2010/11**

District	2005/06		2006/07		2007/08		2008/09		2009/10		2010/11	
	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)	Demand (classes)	Supply (classes)
Central & Western	350	322	342	318	335	315	323	312	308	312	291	312
Wan Chai	437	481	420	479	404	474	384	470	364	468	339	467
Eastern	845	837	839	838	831	837	816	837	791	837	752	838
Southern	353	396	344	398	336	401	323	404	309	407	291	410
Yau Tsim Mong	455	481	447	486	430	485	410	483	386	482	365	481
Sham Shui Po	608	576	602	582	587	584	568	585	547	586	520	586
Kowloon City	958	961	958	973	945	977	919	981	883	985	833	985
Wong Tai Sin	661	647	671	647	669	649	655	649	635	649	603	649
Kwun Tong	929	905	939	911	936	911	922	914	907	917	876	917
Sai Kung	578	612	593	639	610	659	627	684	638	706	644	722
Sha Tin	1132	1202	1133	1225	1125	1237	1094	1247	1049	1252	990	1254
Tai Po	617	626	584	628	541	632	495	636	450	636	405	636
North	618	571	602	568	580	568	548	568	509	567	470	566
Yuen Long	1089	956	1167	975	1232	978	1291	984	1326	988	1336	993
Tuen Mun	1029	1036	1030	1033	1008	1028	965	1027	913	1027	852	1027
Tsuen Wan	366	362	364	362	356	362	342	362	328	362	309	362
Kwai Tsing	919	899	928	898	926	897	912	896	889	896	861	896
Islands	183	213	222	232	264	236	315	251	365	261	424	265
All Districts	12127	12083	12183	12191	12111	12231	11910	12288	11595	12337	11159	12364

- Notes :
1. Projections on demand for school places are derived based on the 2003-based population projections released by the Census and Statistics Department in mid-2004 and the projected population distribution by District Council District released by the interdepartmental Working Group on Population Distribution Projections (WGPD) in October 2004.
  2. Projections on supply of school places are based on the September 2004 School Building Programme. They are subject to revisions pending the outcome of the review of the School Building Programme.
  3. Figures may not add up to totals due to rounding.

**Table 3 : Number of New Schools Completed / Under Construction from 2000/01 to 2006/07 School Years**

District	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	Total
<b>Primary Schools</b>								
<b>Hong Kong Region : 10</b>								
Eastern	1	1	1	-	1	-	-	4
Islands	-	2	-	2	-	-	-	4
Southern	1	-	-	-	-	1	-	2
<b>Kowloon Region : 30</b>								
Kowloon City	-	4	-	-	1	-	1	6
Kwun Tong	1	5	1	3	-	2	-	12
Sham Shui Po	-	-	2	1	-	1	1	5
Wong Tai Sin	1	-	3	1	-	-	-	5
Yau Tsim Mong	2	-	-	-	-	-	-	2
<b>New Territories East Region : 15</b>								
North	1	1	-	2	-	-	-	4
Sai Kung	-	1	2	1	2	-	-	6
Sha Tin	3	-	-	-	-	-	-	3
Tai Po	-	-	2	-	-	-	-	2
<b>New Territories West Region : 28</b>								
Kwai Tsing	1	1	4	-	-	1	-	7
Tuen Mun	-	1	-	1	-	-	-	2
Tsuen Wan	-	-	-	1	-	-	-	1
Yuen Long	5	2	3	2	1	2	3	18
<b>Secondary Schools</b>								
<b>Hong Kong Region : 6</b>								
Eastern	1	-	-	-	-	-	-	1
Islands	-	1	-	3	-	-	-	4
Southern	-	-	-	-	-	1	-	1
<b>Kowloon Region : 8</b>								
Kowloon City	-	-	-	2	-	-	-	2
Kwun Tong	-	-	1	2	-	-	-	3
Sham Shui Po	-	-	-	-	1	-	-	1
Wong Tai Sin	-	-	1	-	-	-	-	1
Yau Tsim Mong	1	-	-	-	-	-	-	1
<b>New Territories East Region : 15</b>								
North	1	-	-	1	-	-	-	2
Sai Kung	-	1	-	4	2	-	1	8
Sha Tin	2	-	-	-	2	-	-	4
Tai Po	-	-	1	-	-	-	-	1
<b>New Territories West Region : 6</b>								
Yuen Long	1	2	1	-	-	2	-	6
<b>Primary-cum-Secondary Schools</b>								
<b>Hong Kong Region : 1</b>								
Eastern	-	-	-	-	-	1	-	1
<b>Kowloon Region : 1</b>								
Sham Shui Po	-	-	-	1	-	-	-	1
<b>New Territories East Region : 3</b>								
Sai Kung	-	-	-	-	-	-	1	1
Sha Tin	-	-	-	-	-	1	1	2
<b>Total : 123</b>								

- Notes (1) The above list excludes private independent schools, re-provisioning and in-situ redevelopment projects as they do not have any significant impact on the supply and demand balance of public sector school places for the district concerned.
- (2) School projects scheduled for completion from 2007/08 onwards are still under planning. As such, they are excluded from the above table.

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

**S-EMB17**

Question Serial No.

S31

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:      Secretary-General, University Grants Committee

Director of Bureau :      Secretary for Education and Manpower

Question:

According to Reply Serial No. EMB 118, over \$100,000 was spent on conducting a review on the formulae and standards for arriving at the space requirements of UGC-funded institutions in 2004-05. In 2005-06, an estimated provision of over \$0.9m will be allocated to continue with the study.

Please set out:

- i. the objective, description and progress of the study. Are there any initial findings? If yes, please specify;
- ii. the reason why an additional funding of over \$0.9m is required to continue with the study and whether this is cost-effective.

Asked by:      Hon. CHEUNG Chiu-hung, Fernando

Reply:

The University Grants Committee (UGC) commissioned the study on the Formulae and Standards for Arriving at the Space Requirements of UGC-funded Institutions in January 2005. The study aims to review the applicability and appropriateness of the existing formulae and recommend necessary changes to take into account recent developments in the higher education sector. These developments include internationalisation of the student body, the proposed move to the "3+3+4" academic structure, whole person education, etc. The study will also analyze institutions' space requirements as well as the extent to which each institution is over- or under-provided with space and accommodation for its present and approved level of activities. The UGC and the consultants will maintain close dialogue with the institutions during the course of the study and their views and concerns will be taken into account. The draft final report is expected by end 2005.

The total consultancy fee for the whole study is \$1,040,815. The first installment of the payment (10% of the total consultancy fee) which amounted to \$104,081.5 was disbursed in the 2004-05 financial year. The remaining installments, i.e. \$936,733.5, will be disbursed in the 2005-06 financial year. The award of the consultancy contract was performed according to relevant Government regulations in the procurement of consultancy services.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

15 April 2005

Examination of Estimates of Expenditure 2005-06  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

S-EMB18

Question Serial No.

S33

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer:      Secretary-General, University Grants Committee

Director of Bureau :      Secretary for Education and Manpower

Question:

According to Reply Serial No. EMB 118, in 2004-05, a total of \$150,000 was spent on conducting a "Review of Costing and Pricing of Higher Education". However, in 2005-06, it has been planned to spend \$2m to conduct a "Review of Costing and Funding Methodology of UGC-funded Sector in Hong Kong".

Please provide details on:

- i. the aim, description and findings of the 2004-05 study;
- ii. the aim and description of the 2005-06 study;
- iii. the difference between the two studies;
- iv. the reasons for the need to conduct two studies of a similar nature within a short period of time;
- v. the reasons why the estimate for the 2005-06 study is much higher than the expenses on the 2004-05 study;
- vi. the necessity of the study and whether it will cause any waste of public fund.

Asked by:      Hon. CHEUNG Chiu-hung, Fernando

Reply:

- i. Following a recommendation of the Public Accounts Committee (PAC) of the Legislative Council, the University Grants Committee (UGC) undertook to carry out a review of its funding methodology and the overall costs of higher education in Hong Kong. The relationship of tuition fee levels and overall costs would also be examined in the review exercise. We were aware from efforts made in other jurisdictions that this would be a major undertaking. Thus, a first step for the whole review exercise, the UGC needed to engage a consultant in 2004-05 to carry out a preliminary scoping study for a review of costing and pricing of higher education in Hong Kong. The aim was to explore in outline the approaches that could be taken by the UGC to address the identified problems. The consultant suggested that before progress could be made further to determine unit costs for all the principal activities of institutions as well as the overall costs and sustainability of higher education, a robust, consistent and comprehensive activity based costing system capable of reporting and projecting full economic cost should be in place.
- ii. The proposed consultancy study for 2005-06 is in fact a follow-up of the 2004-05 scoping study. It aims to establish a robust, consistent and comprehensive activity based costing system for the UGC sector in Hong Kong. With this reliable costing system in place, a comprehensive review of the funding methodology for the UGC sector in Hong Kong can then be carried out.
- iii. The 2004-05 study was a preliminary scoping study to outline the approaches that could be taken by the UGC in this complicated exercise, whereas the 2005-06 study will be a comprehensive consultancy study aimed at the establishment of an activity based costing system for the UGC sector in Hong Kong.

- iv. As mentioned in the above, the proposed consultancy study for 2005-06 is in fact a follow-up of the 2004-05 scoping study. Therefore the 2005-06 study should be carried out closely following the 2004-05 study in order to implement its recommendations as soon as possible.
- v. The 2005-06 study will be a very comprehensive and detailed review exercise involving all the specific requirements for establishment of an activity based costing system for the UGC sector. In comparison, the 2004-05 study was a preliminary scoping study designed to outline the approaches and directions that could be taken by the UGC to address the identified problems. The estimated consultancy fees required for the 2005-06 study is therefore much higher than that for the 2004-05 preliminary study.
- vi. The studies can help to address the concerns of both the UGC and PAC on the overall costs and funding methodology of the higher education in Hong Kong. These are important studies to identify the various cost components of the system and will also be of great value to the long-term development of the UGC-funded sector. Both studies are necessary and there is no waste of public funds.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 April 2005