

**Views and suggestions expressed/made by deputations on issues relating to the provision of boarding places,  
senior secondary education, employment opportunities for children with special educational needs  
for the joint meeting of the Panel on Education and the Panel on Welfare Services on 10 January 2005**

<b>I. Provision of Boarding Places</b>		
<b>Views and/or suggestions</b> <i>Name of deputation and paper no. of submission if applicable</i>	<b>Administration's response</b>	<b>Responsible bureau/department</b>
<p>a) Only two of the existing seven special schools (located in Hong Kong Island and East Kowloon) for physically disabled (PD) children have a boarding section. PD children residing in New Territories have to travel a long distance in their journeys to and from home. It does not only create difficulties to the children but also their parents. Education and Manpower Bureau (EMB) should review the mode, quality and cost-effectiveness of the provision of boarding places in special schools in the light of the needs of PD children residing in different districts.</p> <p><i>爭取肢體弱能學校開辦住宿/暫宿服務關注組</i> <i>[LC Paper No. CB(2)581/04-05(01)]</i> <i>Hong Kong Association for Parents of Persons with Physical Disabilities</i></p>	<p>Boarding service is provided in special schools for students with more severe physical disability and long-term boarding needs. The provision is planned on a territory-wide basis.</p> <p>To ensure the safety and health of boarders, a full range of staff and facilities is provided in the boarding section, including warden, houseparents, programme worker, nurse, cooks, watchmen as well as kitchen, dining room and laundry room. It is more cost-effective to operate medium and large scale boarding sections due to economy of scale.</p> <p>To commute boarders from home to school and vice versa, schools would make arrangement for school buses and / or rehabilitation buses.</p> <p>For students in the New Territories who have long-term boarding needs but are unwilling to enroll in the two PD schools with boarding facilities, EMB</p>	<p>EMB</p>

	<p>has made arrangement with some special schools in the New Territories to provide boarding service for them. The boarding staff of these special schools are also experienced in taking care of PD students.</p> <p>EMB will continue to review the boarding service for PD schools and make flexible use of the boarding facilities in other special schools for special cases of PD students in the region.</p>	
<p>(b) EMB should provide boarding places in schools for PD children on a regional rather than a territory-wide basis, and establish a small-scale boarding section with 8-10 places in the five existing special schools without a boarding section to address the needs of PD children residing in West Kowloon and New Territories with long term boarding needs. Each of these small-scale boarding sections should reserve two places to meet short term boarding needs.</p> <p><i>爭取肢體弱能學校開辦住宿/暫宿服務關注組 [LC Paper No. CB(2)581/04-05(01)]</i></p>	<p>For reasons stated in (a) above, EMB has no policy at present to provide small-scale boarding sections.</p> <p>We have no objection to schools providing boarding service on a self-financed basis (e.g. a pilot project in Shatin) and will provide professional advice and support where appropriate. EMB will maintain close contact with the school concerned during the implementation stage.</p> <p>EMB's existing policy is to cater for the long-term boarding needs of students in special schools. We have no policy on respite service. However, there is no objection in principle to individual schools providing such service on a need basis within its existing provision or on a fee-charging basis.</p>	<p>EMB</p>
<p>(c) EMB should review the provision of boarding places in special schools having regard to the increasing number of children abuse cases, children with severe mental handicapped (MH) and multi-disabled children in recent years, and</p>	<p>It is an existing practice of EMB to review periodically the supply and demand of boarding provisions in special schools to ensure that the provisions are effectively utilized. EMB will continue with such practice.</p>	<p>EMB</p>

<p>to provide boarding services to PD or MH children in need on a year-round basis. In addition, EMB should increase the number of boarding places in special schools in the light of the provision of senior secondary education for children with SEN.</p> <p><i>Hong Kong Special Schools Council [LC Paper No. CB(2)627/04-05(02)]</i></p>	<p>The boarding provisions in special schools will be taken into account in the planning for the proposed reform of the senior secondary academic structure of special schools.</p>	
<p>(d) EMB should explain the provision of a block grant, instead of following the provision as stipulated in the Code of Aid for Special Schools, for the expansion of the boarding capacity of the Princess Alexandra Red Cross Residential School from 80 to 90 places, which might affect the service quality and pose potential risk to the safety of the boarders.</p> <p><i>Hong Kong Special School Boarding Care Staff Association [LC Paper No. CB(2)627/04-05(03)]</i></p>	<p>In executing the Code of Aid for Special Schools, EMB may exercise funding flexibility subject to agreement between EMB and the schools concerned.</p> <p>The expansion of the boarding capacity of the Princess Alexandra Red Cross Residential School from 80 to 90 places is a temporary measure to address the estimated increase in demand and the arrangement has been agreed with the school concerned. The arrangement is subject to further review. The subvention takes the form of Administration Grant to provide resources for the school to hire comparable manpower to cope with such expansion. The said Grant enables the school to have flexibility in using the subvention to provide a quality boarding service without compromising the safety and health of the boarders.</p>	<p>EMB</p>

<b>II. Provision of senior secondary education</b>		
<p>(a) EMB should publish a consultation document on senior secondary education for special education which should specify the curriculum framework, assessment mechanisms, resources and manpower provisions, professional development programmes for teachers and other support services and facilities (including boarding places in schools) for implementation.</p> <p><i>Parents' Alliance on Special Education System [LC Paper No. CB(2)627/04-05(01)]</i> <i>The Special Education Society of Hong Kong [LC Paper No. CB(2)560/04-05(02)] (revised)</i> <i>Hong Kong Council of Social Service [LC Paper No. CB(2)601/04-05(01)]</i> <i>The Parents' Association of Pre-School Handicapped Children</i></p>	<p>Based on the views gathered during the consultation on the reform of the academic structure, EMB will fully consider the implications of the changes for all our young people in Hong Kong, including those with special educational needs (SEN), and address the concerns of the public. Our schedule is to publish the report on the outcome of the consultation in the second quarter of this year. There has already been consensus that all students will have 6-year secondary education. The coming report will set out the way forward on major matters so that the education sector can move forward to "3+3+4". However, it is essential that EMB would continue to discuss and liaise closely with our stakeholders through established channels to ensure smooth implementation of the reform.</p> <p>For SEN students with normal intelligence, they will follow the mainstream curriculum, academic structure and assessment modes as ordinary students, with due consideration of the accommodation for their specific needs.</p> <p>For mentally handicapped students, they will not be prepared for open examinations. Their educational need will be catered for through school-based curriculum and individual education programme.</p>	<p>EMB</p>

<p>(b) Senior secondary education for children with special educational needs (SEN) should form an integral part of the proposed “3+3+4” academic structure, with appropriate interfaces with the mainstream education including the higher education and continuing education systems.</p> <p><i>Parents’ Alliance on Special Education System [LC Paper No. CB(2)627/04-05(01)]</i>  <i>The Special Education Society of Hong Kong [LC Paper No. CB(2)560/04-05(02)] (revised)</i>  <i>Hong Kong Council of Social Service [LC Paper No. CB(2)601/04-05(01)]</i>  <i>The Parents’ Association of Pre-School Handicapped Children</i></p>	<p>Education facilities and provision for the SEN students are integral parts of the school system which aims to provide education that best suits the needs of every child. EMB affirms that SEN children suitable for higher and continuing education will be provided with the same multiple pathways as all other ordinary children. Alongside the aforesaid, various placements have been and will continue to be provided upon completion of their junior secondary education for the SEN children, including further studies in senior secondary levels or training in vocational training centres under the Vocational Training Council (VTC) or the integrated vocational training centres, integrated vocational rehabilitation services centres, sheltered workshops, supported employment service, and On the Job Training Programme for People with Disabilities under the Social Welfare Department.</p>	<p>EMB</p>
<p>(c) Children with SEN in principle should not be subject to any age restriction in respect of receiving education. They, however, should be provided with senior secondary education at least up to the age of 21 as appropriate.</p> <p><i>Parents’ Alliance on Special Education System [LC Paper No. CB(2)627/04-05(01)]</i>  <i>The Special Education Society of Hong Kong [LC Paper No. CB(2)560/04-05(02)] (revised)</i>  <i>Haven of Hope Sunnyside School [LC Paper No. CB(2)560/04-05(01)]</i></p>	<p>Under the existing policy, students of special schools may receive basic education from age 6 to 15 and 11 months up to junior secondary levels. Those reading mainstream curriculum may pursue senior secondary education in special schools or ordinary schools, and the mentally handicapped students up to the age of 17 years 11 months may enroll in the Extension of Years of Education Programme of special schools to prepare themselves for smooth transition from school to training, post-school placement, work and adult life.</p> <p>With the reform of academic structure, EMB proposes to provide, in principle, 6 years of secondary</p>	<p>EMB</p>

	<p>education for students of special schools. Special schools that offer mainstream curriculum will follow the curriculum reform of senior secondary education to cater for the diversity of students' needs and abilities, and the schools for the mentally handicapped will adapt their curriculum in line with the curriculum reform of senior secondary education to cater for such student diversity. Moreover, there is a wide range of training opportunities in the post-school provisions for the mentally handicapped students to move on to, and students requiring extension of stay in special schools beyond the years of secondary schooling will also be considered on a case by case basis. With all these policies, measures and progression pathways, children with SEN should receive education suited to their needs instead of prolonging their school education to the age of 21.</p>	
<p>(d) Parents of children with SEN should participate in the work of relevant working groups to give views in the course of the consultation on the proposed “3+3+4” academic structure.</p> <p><i>Parents' Alliance on Special Education System [LC Paper No. CB(2)627/04-05(01)]</i></p>	<p>EMB will continue to deploy the existing means and channels of tapping the views of parents to collect feedback in the course of consultation.</p> <p>Furthermore, there is a parent representative serving on the Committee on Special Educational Needs under Curriculum Development Council to give views and input from the perspective of parents.</p>	<p>EMB</p>
<p>(e) EMB should consult parents and other stakeholders for the provision of continuing education to children with SEN immediately after the completion of the consultation on</p>	<p>At present, upon completion of their junior secondary education, the special school students may further their studies in senior secondary levels or receive training in vocational training centres under the</p>	<p>EMB</p>

<p>senior secondary education on special education.</p> <p><i>Parents' Alliance on Special Education System [LC Paper No. CB(2)627/04-05(01)]</i></p>	<p>Vocational Training Council or the integrated vocational training centres, integrated vocational rehabilitation services centres, sheltered workshops, supported employment service, and On the Job Training Programme for People with Disabilities provided by the SWD.</p> <p>Similar to other young people, students with disabilities may also participate in various continuing education programmes and training initiatives as appropriate. Some examples include courses under the Skills Upgrading Scheme/ Continuing Education Fund and a variety of post-secondary courses etc. Parents and other stakeholders are welcome to put forward other suggestions.</p>	
<p>(f) The Hong Kong Assessment and Examinations Authority should work out a fair and effective mechanism for assessment of the academic performance of children with SEN.</p> <p><i>The Special Education Society of Hong Kong [LC Paper No. CB(2)560/04-05(02)] (revised)</i></p>	<p>The HKEAA provide special assessment accommodations such as adjustment of examination time, special sitting arrangement, etc for SEN students. We shall ensure that the special needs of students will be catered for under the proposed “3+3+4” arrangements.</p>	<p>EMB</p>
<p>(g) In line with the concept of “one curriculum for all”, there should not be a mainstream curriculum for ordinary schools and an alterative curriculum for special schools upon the implementation of the “3+3+4” academic structure.</p>	<p>EMB is committed to the principle that all students should learn under one curriculum framework for all. The differences between the mainstream and alternative curriculum lie in learning contents and assessment modes which are required to best meet the need of the SEN students.</p>	<p>EMB</p>

<p><i>The Special Education Society of Hong Kong [LC Paper No. CB(2)560/04-05(02)] (revised)</i>  <i>Haven of Hope Sunnyside School [LC Paper No. CB(2)560/04-05(01)]</i></p>	<p>Special schools offering alternative curriculum as an adaptation to the main curriculum framework largely refers to schools for the mentally handicapped (MH). Adaptation on the mainstream in respect of the curriculum contents and teaching methodologies are necessary to help MH students strengthen their generic skills building on the knowledge context and curriculum aim of the 8 Key Learning Areas. This is designed to facilitate the students to achieve the aim of the education reform on learning to learn and life-long learning. There is always much to capitalize on school-based curriculum development and assessment as to accommodate MH students' varied and individual needs. The key process is the development, monitoring and assessment of progress of an individual education programme for each student.</p>	
<p>(h) EMB should extensively consult the stakeholders and professionals concerned in the special education sector on the provision of special education under the proposed “3+3+4” academic structure, including the total number of places and classes to be provided, the appropriate teacher-to-class ratios for students with SEN according to their different levels of disabilities, the professional development programmes and support services for teachers, the curriculum design and structure, and the interface between senior secondary education and continuing education for students with SEN, etc.</p>	<p>Consultations on the proposed “3+3+4” have been arranged with various stakeholders and council representatives since December 2004, including the consultation meetings with the Hong Kong Special Schools Council and all special school heads.</p> <p>EMB attaches importance to hearing views of the stakeholders and will continue to consult the stakeholders and the education sector.</p> <p>More details about the implications of the proposed new academic structure in special schools will be provided for further consultation with the stakeholders of the special school sector.</p>	<p>EMB</p>



<p><i>Haven of Hope Sunnyside School [LC Paper No. CB(2)560/04-05(01)]</i></p>		
<p>(i) EMB should clarify whether the current requirement for severe MH children to leave schools at the age of 16 was in conformity with the Disability Discrimination Ordinance (DDO) and the Code of Practice on Education issued by the Equal Opportunities Commission in accordance with the DDO, and whether such requirement would constitute “direct disability discrimination” or “indirect disability discrimination” against MH children.</p> <p><i>Haven of Hope Sunnyside School [LC Paper No. CB(2)560/04-05(01)]</i></p>	<p>Under the existing policy, students of special schools may receive basic education from age 6 to 15 and 11 months up to junior secondary levels. Mentally handicapped students up to the age of 17 years 11 months may still enroll in the Extension of Years of Education Programme (EYE) of special schools to prepare themselves for smooth transition from school to training, post-school placement, work and adult life.</p> <p>EMB considers that the existing policy and practice are in compliance with the Disability Discrimination Ordinance.</p>	<p>EMB</p>
<p>(j) Students with SEN should be provided with the opportunity to attend Liberal Studies classes. EMB should collaborate with special schools adopting the mainstream or alternative curriculum to work out appropriate curricula to cater for the different needs of students with SEN in teaching and learning Liberal Studies and career-oriented studies, and provide sufficient resources and support measures to facilitate implementation.</p> <p><i>Haven of Hope Sunnyside School [LC Paper No. CB(2)560/04-05(01)]</i></p>	<p>The curriculum framework will provide flexibility for school-based adaptation. EMB will provide support and resources appropriate to the contents and expected outcome of learning. EMB will also provide professional support to teachers in all types of schools to facilitate implementation.</p>	<p>EMB</p>

<p>(k) Assessment of student learning outcome in special schools can take the “reference-based” model and incorporate a school-based element with a weight factor of not less than 40% of the total assessment.</p> <p><i>Haven of Hope Sunnyside School [LC Paper No. CB(2)560/04-05(01)]</i></p>	<p>SEN students taking part in the public examinations will be assessed on par with all other children sitting for the same examination, but with special accommodation arrangement such as adjustment of examination time, special sitting arrangement, etc.</p> <p>The proposed weight factor will be considered in conjunction with other views on school-based assessment collected during the consultation process. SEN students receiving the alternative curriculum do not participate in any public examination, and school-based assessment will continue to be used.</p>	<p>EMB</p>
<p>(l) Students with specific learning disabilities should be regarded as students with SEN and be provided with the necessary support to pursue senior secondary education. Students with specific learning disabilities could learn as good as other students and should enjoy equal opportunities in selection of subject studies including career-oriented studies, in participation of public examinations and in performance assessment under fair and objective mechanisms.</p> <p><i>Hong Kong Association for Specific Learning Disabilities [LC Paper No. CB(2)608/04-05(01)]</i></p>	<p>Students with specific learning difficulties will have equal opportunity to education as embodied in the Code of Practice on Education issued by the Equal Opportunities Commission, and they will receive the necessary support to maximise their learning potentials.</p>	<p>EMB</p>

<p>(m) EMB should review its policy on provision of additional resources to ordinary schools in enrolment of students with SEN with a view to providing sufficient resources and facilities for ordinary schools to implement the new senior secondary curriculum for students with SEN.</p> <p><i>Hong Kong Council of Social Service [LC Paper No. CB(2)601/04-05(01)]</i> <i>The Parents' Association of Pre-School Handicapped Children</i></p>	<p>Apart from receiving the same provision for implementing the new senior secondary curriculum, ordinary schools with SEN students will continue to receive additional resources such as School-based Remedial Support Programme, School-based Curriculum Tailoring Scheme and Integrated Education Scheme as well as professional support services where appropriate to help these students learn.</p>	<p>EMB</p>
<p>(n) EMB should provide the same curriculum and levels of support and resources to both special schools and mainstream schools in the implementation of the proposed "3+3+4" academic structure.</p> <p><i>Hong Chi Association [LC Paper No. CB(2)601/04-05(02)]</i></p>	<p>EMB proposes to provide, in principle, 6 years of secondary education for students of special schools. In view that the disabilities of students of different categories of special schools are diverse, EMB has, since early December 2004, met with special schools a number of times to solicit their views and suggestions, and to exchange views on relevant academic structure, the curriculum required and related support measures for students with various special educational needs.</p> <p>As the curriculum of senior secondary classes in MH schools differs significantly from that of their ordinary school counterparts, the required support and resources are provided in accordance with the curriculum needs. EMB has no intention of providing the same level of resources without regard to the uniqueness of the curriculum of MH schools.</p>	<p>EMB</p>

<p>(o) EMB should reduce class size for children with mild mental handicap from 20 to 15 students, and allocate sufficient resources for the provision of lifelong learning opportunities for MH students.</p> <p><i>Hong Chi Association [LC Paper No. CB(2)601/04-05(02)]</i></p>	<p>At present, apart from the basic teacher establishment of 1.5 teacher per class, the schools for the mildly MH are provided with a number of additional teachers, including resource teachers for autistic children, resource teacher for supportive educational programme and teacher librarian. Moreover, they are staffed with school social worker, speech therapists and school nurse. To cater for the special educational needs of the students, it is a common practice for the schools to arrange group teaching based on the students' ability, attainment and needs, and to make full use of the expertise of the specialist staff as well. At present, the teacher to student ratio in these schools averages around 1:9.3, and EMB has no intention of changing the class size of these schools at this stage. EMB is in regular contact with these schools to explore how resources can best be deployed to facilitate flexible grouping of students.</p>	<p>EMB</p>
<p>(p) EMB should continue the provision of the existing Extension of Years Education (EYE) programmes for children with SEN until the "3+3+4" academic structure for special education is implemented.</p> <p><i>Parents' Alliance on Special Education System [LC Paper No. CB(2)627/04-05(01)]</i></p>	<p>EMB is working with special schools to improve the effectiveness of the EYE Programme through designing the focus of learning and expected learning outcomes of the Programme in the light of the abilities and transitional needs of the mildly, moderately and severely MH students under a committee of the Curriculum Development Council, and through rendering professional support in Programme implementation. EMB has no intention of terminating the Programme prior to the implementation of "3+3+4".</p>	<p>EMB</p>

<p>(q) EMB should make reference to the existing EYE programmes in the development of an appropriate senior secondary curriculum that could address the different needs of children with mild, moderate or severe mental handicap.</p> <p><i>Parents' Alliance on Special Education System [LC Paper No. CB(2)627/04-05(01)]</i></p>	<p>EMB in consultation with the special schools concerned will make reference to the EYE Programme in developing the secondary curriculum framework for MH students.</p>	<p>EMB</p>
<p>(r) EYE programme should be extended to all special schools for MH students</p> <p><i>Haven of Hope Sunnyside School [LC Paper No. CB(2)560/04-05(01)]</i></p>	<p>The EYE Programme was first introduced in MH schools in the 2002/03 school year and all MH schools have been participating in the Programme since the 2003/04 school year. In the 2004/05 school year, EMB extended the Programme to students with both physical disability and mental handicaps in PD schools. EMB will consider extending the Programme to other categories of special schools should the need arise.</p>	<p>EMB</p>
<p><b>III. Provision of employment opportunities</b></p>		
<p>(a) EMB should review the provisions of continuing education, residential arrangements and employment opportunities for students with SEN leaving special schools to ensure that such provisions are in alignment with the senior secondary curriculum for students with SEN.</p>	<p>On completion of their junior secondary education, special school students may further their studies in mainstream or special schools, or receive training in the three Skills Centres under the Vocational Training Council (VTC). Graduates from the Skills Centres are provided with vocational counseling and job placement services to assist them to secure a job in the open market.</p>	<p>HWFB, SWD</p>

<p><i>The Special Education Society of Hong Kong [LC Paper No. CB(2)560/04-05(02)] (revised)</i></p>	<p>The Social Welfare Department (SWD) also provides a series of vocational rehabilitation services for people with disabilities (PWDs) to enhance their employability with a view to assist them to secure a job in the open market. Services provided include sheltered workshop, supported employment and integrated vocational training and rehabilitation services.</p> <p>Residential homes are available to PWDs in need of residential care. To ensure timely service for those in need of residential service, SWD implemented with effect from 1 January 2005 the “standardized assessment mechanism for residential services for PWDs” to identify PWDs with genuine need for residential services and match them with appropriate types of services.</p>	
<p>(b) EMB should allocate more resources to the provision of vocational rehabilitation services for the mentally disabled to receive appropriate training and find an employment in the open market.</p> <p><i>The Parents’ Association of Pre-School Handicapped Children</i></p>	<p>In addition to the vocational rehabilitation services provided, SWD has implemented two new projects, namely, the “On-the-job Training Programme” (OJT) and “Enhancing Employment of PWDs through Small Enterprise Project” since 2001-02 and 2002-03 respectively to further enhance the employment opportunities of PWDs.</p> <p>In CE’s Policy Address 2005, a new initiative was included to provide enhanced vocational rehabilitation services to young PWDs with employment difficulties.</p>	<p>HWFB, SWD</p>

<p>(c) EMB should review its policy on vocational rehabilitation services including sheltered workshops and support employment services for MH persons in the light of actual case experiences.</p> <p><i>The Hong Kong Joint Council of Parents of the Mentally Handicapped</i></p>	<p>SWD will continue to review the demand for various vocational rehabilitation services and make additional provisions subject to availability of resources.</p>	<p>HWFB, SWD</p>
<p>(d) Government should reinforce education and publicity on the right of the disabled to enjoy equal employment opportunities, and the social responsibility of organisations to provide equal employment opportunities to the disabled.</p>	<p>A wide range of public education activities is launched each year by the Government and non-governmental organisations (NGOs) to promote public understanding and acceptance of PWDs. In 2004/05, a total sum of about \$2.047 million has been approved for implementing these activities.</p> <p>The Marketing Consultancy Office (Rehabilitation) of SWD promotes the employment of PWDs as well as their services and products to government departments and public/private enterprises through frequent promotional and publicity campaigns. In 2003-04, the Office has conducted 43 similar events.</p>	<p>HWFB</p>
<p>(e) Government should take the lead to require departments, public and subvented organisations to formulate policies, objectives and procedures for recruitment of the disabled.</p>	<p>The Government's policy is to place PWDs in appropriate jobs wherever possible. A series of preferential treatments were in place for pursuing this policy. We will continue to encourage public bodies and government subvented organizations to formulate policy and procedures for recruitment of PWDs by</p>	<p>HWFB</p>

<p>(f) Government should provide tax exemptions for commercial and industrial organisations to promote employment of the disabled persons.</p> <p>(g) The Administration should make reference to overseas experience in the implementation of compulsory employment of the disabled in private and public enterprises by imposing a quota of their staffing establishment.</p> <p><i>Hong Kong Council of Social Service [LC Paper No. CB(2)601/04-05(01)]</i></p>	<p>making reference to the practices adopted by the Civil Service.</p> <p>The ultimate goal of the rehabilitation policy is to secure public acceptance of PWDs' working ability and to promote the employment of PWDs on the merits of their ability. This goal would be defeated if PWDs were to be given employment only because of the tax benefits accruing to the employer. Furthermore, Government's policy is to maintain a simple and low tax system. Such tax concessions would be contrary to this policy. It is also doubtful if such a scheme would be effective.</p> <p>Government does not support a mandatory quota system for employment of PWDs. This kind of quota system has been proven unsuccessful in overseas countries in helping PWDs in finding jobs. Moreover, under a quota system, employers are forced to employ PWDs, who will then be seen as a liability rather than an asset. Disabled persons so employed are unlikely to be accepted, and their abilities and strengths are unlikely to be recognized.</p>	<p>HWFB</p> <p>HWFB</p>
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<b>IV. Related issues</b>		
<p>(a) Due to a lack of sufficient frontline staff and occupational therapists and physiotherapists, the health conditions of MH and PD children will deteriorate after they are transferred from special schools to rehabilitation facilities such as sheltered workshops and residential centres. The Administration should increase the manpower provisions in rehabilitation facilities operated by Non-Government Organisations and the Hospital Authority so as to provide adequate service and support to persons aged 15 or above with severe mental handicap or physical disability.</p> <p><i>The Association of Parents of the Severely Handicapped</i></p>	<p>The manpower provisions between the special schools under Education and Manpower Bureau and the rehabilitation services units under SWD are different since they are providing different types of services and having different service objectives. The statement by the Association of Parents of Severely Handicapped could not be assessed as it is not supported by any case evidence.</p> <p>The Social Welfare Department will, where necessary, review the manpower provisions of the rehabilitation services units in accordance with the service requirements.</p>	<p>HWFB, SWD</p>