

**Replies to supplementary questions raised by Finance Committee Members in
examining the Estimates of Expenditure 2010-11**

**Director of Bureau : Secretary for Education
Session No. : 15**

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
S-EDB01	S033	HO Sau-lan, Cyd	156	Primary Education Secondary Education Special Education
S-EDB02	SV019	HO Sau-lan, Cyd	156	Special Education
S-EDB03	SV018	WONG Kwok-hing	173	Student Assistance Scheme

Examination of Estimates of Expenditure 2010-11

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

Reply Serial No.

S-EDB01

Question Serial No.

S033

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

According to the figures provided in the Appendix of Reply Serial No. EDB 168 and Question Serial No. 1991 for the Special Finance Committee Meetings, many students with intellectual disabilities were transferred to special schools for education only after Primary 1, and some students with severe intellectual disabilities were transferred even only when they had reached Secondary 2. Please inform this Committee of the reasons for all the transfers to special schools only after Primary 1 as shown in the Appendix. How many were related to impaired functions resulting from acquired diseases? How many students were not offered timely transfer due to negligence of their needs? When did they receive intellectual assessment before transfer?

Asked by : Hon. Ho Sau-lan, Cyd

Reply :

Under the current mechanism, the majority of the local children with intellectual disability (ID) are identified before the age of six. All schools are required to provide equal opportunity and appropriate education for children regardless of their physical or intellectual abilities according to the Disability Discrimination Ordinance. While our prevailing policy is to advise the parents concerned to place those children in need of intensive individualised support in special schools, some parents will request placement in mainstream schools for their children for various reasons and the Education Bureau will monitor the cases. Apart from these cases, professionals may recommend high functioning ID students to try mainstream primary school and will keep their educational need under review. The Education Bureau provides the schools with additional resources and professional support to help them cater for their students with special educational needs, including those with ID. If the students cannot cope with the learning pace and requirements in mainstream schools despite the support provided, subject to the professional views from educational psychologists and parents' consent,

the schools concerned may refer the students to the Education Bureau for placement in special schools.

The above accounts for the transfer cases after Primary 1 in general. There have also been a few cases where the mainstream school students' intellectual capabilities seriously deteriorated due to illness or traffic accidents. For the five transfer cases to special schools for children with severe ID from 2005/06 to 2009/10, the students concerned belonged to this category.

Signature	_____
Name in block letters	_____ Raymond H C Wong _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 30 March 2010 _____

Examination of Estimates of Expenditure 2010-11
CONTROLLING OFFICER'S REPLY TO
SUPPLEMENTARY QUESTION

Reply Serial No.

S-EDB02

Question Serial No.

SV019

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

At the request of Hon Cyd HO, the Administration undertook to provide reports of the five consultancy studies commissioned by the Education Bureau from 2007-2008 to 2009-2010 on the development of new senior secondary curriculum for students with special educational needs/intellectual disabilities.

Asked by : Hon. HO Sau-lan, Cyd

Reply :

The purpose of the five consultancy studies commissioned by the Education Bureau from 2007-2008 to 2009-2010 is to provide the Bureau with advice on the development of the new senior secondary (NSS) curriculum for students with intellectual disabilities (ID). The study reports were used in conjunction with the feedback collected from schools during the pilot of NSS curricula for students with intellectual disabilities and outcome frameworks for assessment. The findings were analysed and used to improve the design and support strategies for the implementation of NSS for students with intellectual disabilities in special schools. The findings were shared with teachers, school leaders and middle managers as well as EDB staff in seminars, a symposium and meetings. Copies of the reports have been deposited to the Central Resources Centre at Kowloon Tong Education Services Centre for public's reference. The summaries of the reports are as below:

(a) Consultancy from the overseas consultant during May 2007 to January 2008

Name of consultant	Professor Richard BYERS, University of Cambridge
Purpose of the study	To advise on the drafting of the New Senior Secondary (Intellectual Disabilities) (NSS(ID)) curriculum of the three core subjects (i.e. Chinese Language, Mathematics and Liberal Studies/Independent Living) and to suggest an action plan to tap required resources for the implementation of the NSS(ID) curriculum.
Summary of study report	The scope of the Research and Development (R&D) Projects (or Seed Projects) was introduced. Advice on the initial structure of the Curriculum and Assessment Guidelines for students with ID and the Learning Progression Frameworks (LPFs) (formerly known as Learning Outcomes Frameworks) was provided. Recommendations on the initial curriculum development for the core subjects, elective subjects and Applied Learning courses of the NSS(ID) curriculum were made. Preliminary advice on the methodology of tapping the resource implications for the implementation of NSS(ID) curriculum was suggested.

(b) Consultancy from the overseas consultant during February 2008 to January 2009

Name of consultant	Professor Richard BYERS, University of Cambridge
Purpose of the study	To evaluate the progress of the draft NSS(ID) curriculum on elective subjects and to provide further suggestions to tap resource requirements for the implementation of the NSS(ID) curriculum.
Summary of study report	Further advice on the supplementary guidance materials in formulating the Curriculum and Assessment Guidelines for students with ID in order to facilitate teachers' understanding and interpretation of the adapted curriculum frameworks of all NSS subjects was provided. Recommendations on staffing and staff development of special schools were made.

(c) Consultancy from the overseas consultant during February 2009 to March 2009

Name of consultant	Professor Richard BYERS, University of Cambridge
Purpose of the study	To provide suggestions on mapping out the NSS(ID) curriculum of the core subjects with the basic education curriculum.
Summary of study report	Substantial development of NSS(ID) curriculum coupled with the well constructed LPFs of core subjects is crucial to the articulation of the NSS(ID) curriculum with the basic education curriculum. Issues related to the evaluation of the R&D Projects on in-depth NSS(ID) curriculum development were discussed with suggestions for related schools to try out the adapted curriculum framework outlined. Advice on further development of the LPFs of core subjects was provided in the report.

(d) Consultancy from the overseas consultant during April 2009 to September 2009

Name of consultant	Professor Richard BYERS, University of Cambridge
Purpose of the study	<ul style="list-style-type: none">• To finalise the curriculum content of core and elective subjects;• To provide suggestions on the Supplementary Guides to the subjects; and• To give recommendations on the resources required for the implementation of NSS(ID) curriculum.
Summary of study report	Focus of the report was on the flexibility in resource deployment and pooling of expertise to support the implementation of the NSS(ID) curriculum as the curriculum content of core and elective subjects and draft of the Supplementary Guides were finalised and implemented in September 2009.

(e) Consultancy from the local consultant during February 2008 to July 2008

Name of consultant	Dr. Chris FORLIN, Hong Kong Institute of Education
Purpose of the study	<ul style="list-style-type: none">• To advise on the fine-tuning of the NSS(ID) curriculum and monitor its development; and• To co-ordinate Education Bureau as well as Hong Kong Examinations and Assessment Authority on the initial development of LPFs for the core subjects.
Summary of study report	The progress of curriculum development work was reviewed and advice on the fine-tuning of the NSS(ID) curriculum was given. Issues of formulating the LPFs for the core subjects were discussed and recommendations on planning the future development of the LPFs were provided.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 8 April 2010

Examination of Estimates of Expenditure 2010-11
**CONTROLLING OFFICER'S REPLY TO
SUPPLEMENTARY QUESTION**

Reply Serial No.

S-EDB03

Question Serial No.

SV018

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
254 Loans to Students 202 Non-means-tested loan scheme

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Addressing the concern of Hon WONG Kwok-hing, the Administration was requested to provide information on the estimated amount involved if no interest would be charged for the three non-means-tested loan schemes administered by the Student Financial Assistance Agency.

Asked by : Hon. WONG Kwok-hing

Reply :

The Student Financial Assistance Agency is currently administering the following three non-means-tested loan schemes to assist eligible students to pursue their studies -

- ◆ Non-means-tested Loan Scheme for Full-time Tertiary Students – for full-time students pursuing publicly-funded post-secondary programmes (NLSFT)
- ◆ Non-means-tested Loan Scheme for Post-secondary Students – for full-time students pursuing self-financing locally-accredited post-secondary programmes (NLSPS)
- ◆ Extended Non-means-tested Loan Scheme – for students pursuing part-time courses and continuing education programmes (ENLS)

If no interest is charged for loans disbursed under the above three schemes, the estimated amount of interest forgone is as follows:

Loan Scheme	Undemanded Principal as at 31 January 2010 (\$ million)	Non-means-tested Loan Interest Rate as at 31 January 2010	Estimated Interest Forgone per Year* (\$ million)
NLSFT	1,315.3	3.599%	47.3
NLSPS	2,068.8	3.599%	74.5
ENLS	2,371.0	3.599%	85.3
Total	5,755.1	N/A	207.1

* Amount of interest forgone depends on the amount of undemanded principal and the non-means-tested loan interest rate. The estimation is made on the assumption that the non-means-tested loan interest rate will remain unchanged and the amount of undemanded principal of all accounts under the non-means-tested loan schemes is more or less the same each year.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 31 March 2010