

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

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

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EDB307	1761	CHEUNG Man-kwong	190	University Grants Committee
EDB308	1762	CHEUNG Man-kwong	190	University Grants Committee
EDB309	1763	CHEUNG Man-kwong	190	University Grants Committee
EDB310	1764	CHEUNG Man-kwong	190	University Grants Committee
EDB311	1765	CHEUNG Man-kwong	190	University Grants Committee
EDB312	1766	CHEUNG Man-kwong	190	University Grants Committee
EDB313	1767	CHEUNG Man-kwong	190	University Grants Committee
EDB314	1768	CHEUNG Man-kwong	190	University Grants Committee
EDB315	1769	CHEUNG Man-kwong	190	University Grants Committee
EDB316	1770	CHEUNG Man-kwong	190	University Grants Committee
EDB317	1771	CHEUNG Man-kwong	190	University Grants Committee
EDB318	1772	CHEUNG Man-kwong	190	University Grants Committee

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
EDB319	1773	CHEUNG Man-kwong	190	University Grants Committee
EDB320	1774	CHEUNG Man-kwong	190	University Grants Committee
EDB321	1775	CHEUNG Man-kwong	190	University Grants Committee
EDB322	1776	CHEUNG Man-kwong	190	University Grants Committee
EDB323	1777	CHEUNG Man-kwong	190	University Grants Committee
EDB324	1778	CHEUNG Man-kwong	190	University Grants Committee
EDB325	1779	CHEUNG Man-kwong	190	University Grants Committee
EDB326	2291	SHEK Lai-him, Abraham	190	University Grants Committee
EDB327	2519	TAM Yiu-chung	190	University Grants Committee
EDB328	2520	TAM Yiu-chung	190	University Grants Committee
EDB329	2521	TAM Yiu-chung	190	University Grants Committee
EDB330	2522	TAM Yiu-chung	190	University Grants Committee
EDB331	2698	LAU Sau-shing, Patrick	190	University Grants Committee
EDB332	2699	LAU Sau-shing, Patrick	190	University Grants Committee
EDB333	3014	LEUNG Mei-fun, Priscilla	190	University Grants Committee
CWRF				
EDB334	0080	LI Kwok-po, David	708	Capital Works Reserve Fund
EDB335	0106	LI Kwok-po, David	708	Capital Works Reserve Fund
EDB336	0642	SHEK Lai-him, Abraham	708	Capital Subventions
EDB337	0643	SHEK Lai-him, Abraham	708	Capital Subventions
EDB338	3147	LAU Sau-shing, Patrick	708	Capital Subventions
EDB339	3148	LAU Sau-shing, Patrick	708	Capital Subventions
EDB340	3149	LAU Sau-shing, Patrick	708	Capital Subventions
EDB341	3150	LAU Sau-shing, Patrick	708	Capital Subventions

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

Reply Serial No.

EDB001

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

0015

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the number of non-Chinese speaking (NCS) students and their distribution by grade level in local government, aided and Direct Subsidy Scheme (DSS) primary and secondary schools at the beginning of the 2009/2010 school year (i.e. September 2009).

Asked by : Hon. WONG Kwok-hing

Reply :

According to the information collected through the Student Enrolment Survey 2009/10, the number of non-Chinese speaking (NCS) students in public-sector and Direct Subsidy Scheme primary and secondary day schools by grade level in the 2009/10 school year are tabulated below:

Grade	No. of NCS Students
P1	1 116
P2	1 066
P3	1 052
P4	1 163
P5	1 066
P6	1 017
P1-P6	6 480
S1	1 099
S2	976
S3	802
S4	692
S5	519
S6	179
S7	139
S1-S7	4 406
Total	10 886

Notes:

1. Figures refer to the position as at 15 September of 2009.
2. Figures include the NCS students in government, aided, Caput and Direct Subsidy Scheme schools, but not local private, international and special schools.
3. Figures include also those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

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

Reply Serial No.

EDB002

Question Serial No.

0016

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding special education (schools for children with mild intellectual disability), please provide the following information based on the latest figures:

- a. the number of existing schools for children with mild intellectual disability by district and the number of students studying in each school in the 2009/2010 school year.
- b. the number of classes with the class size to be reduced to 15 students progressively by grade level starting from the 2009/10 school year.
- c. the number of classes still with the class size of over 15 students and the reasons for not being able to reduce it to 15 students or below.

Asked by : Hon. WONG Kwok-hing

Reply :

- a. There are 17 aided special schools for children with mild intellectual disability (MiID schools). Their distribution by district and enrolments in the 2009/10 school year are at the Appendix.
- b. The class size of MiID schools has been reduced from 20 to 15 students per class starting from Primary One (P1) and Secondary One (S1) concurrently with effect from the 2009/10 school year, and this will extend progressively to cover all primary and secondary levels by the 2014/15 school year. The estimated number of classes with standard class size to be reduced to 15 from 2009/10 to 2014/15 school year is as follows:

School Year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Estimated number of classes with class size reduced to 15	34 (actual)	65	95	126	158	190

- c. As mentioned above, the reduction of class size in MiID schools takes effect from the 2009/10 school year at P1 and S1 concurrently. Class size at other levels remains at 20 per class. In the 2009/10 school year, the number of such classes is 132. By the 2014/15 school year, the class size of all levels in MiID schools will be reduced to 15.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 11 March 2010 _____

Appendix

Number of schools for children with mild intellectual disability by district and their enrolments in the 2009/10 school year (as of September 2009) are as follows:

District (No. of schools)	School	Enrolment
Hong Kong Island (3)	School A	103
	School B	127
	School C	108
Kowloon (5)	School D	232
	School E	236
	School F	156
	School G	197
	School H	150
New Territories East (4)	School I	127
	School J	246
	School K	162
	School L	152
New Territories West (5)	School M	208
	School N	202
	School O	137
	School P	177
	School Q	203

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

Reply Serial No.

EDB003

Question Serial No.

0172

Head : 156 Government Secretariat: Subhead : 000 Operational Expenses
 Education Bureau

Programme : (5) Other Educational Services and Subsidies
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the following information (see table below) on the procurement of services from employment agencies (EAs) in the past three years (i.e. 2007-08, 2008-09 and 2009-10) and 2010-11:

- (a) the number of EA contracts;
- (b) the contract amount and the service period of each contract;
- (c) the number of workers supplied by each EA and their duties;
- (d) details of the workers' salaries payable by each EA. What is the range of monthly salaries and that of daily or hourly wages?
- (e) With regard to the above information, please provide the respective numbers and percentages of change for each year:

	2010-11	2009-10	2008-09	2007-08
Number of EA contracts	()	()	()	()
Amount for each EA contract	()	()	()	()
Duration of each contract	()	()	()	()
Number of workers provided by each EA and their duties	()	()	()	()
The workers' salaries (maximum, median and minimum salaries) payable by each EA	()	()	()	()

Figures in () denote year-on-year changes

- (f) the proportion of workers supplied by the EAs comparing with the existing number of staff in the bureau; and
- (g) the proportion of expenditure on procuring the services of the EAs comparing with the expenditure of the bureau.

Asked by : Hon. WONG Kwok-hing

Reply :

(a), (b), (c) and (e) The information is tabulated at the **Annex**.

(d) The contracts we entered into with employment agencies specify the service fees charged by the latter in providing agency workers. We normally do not specify the wages of agency workers, except with regard to the wages of non-skilled workers^{Note}. Hence, we are unable to provide the information requested.

(f) As at 30 September 2009, the proportion of workers supplied by EAs comparing with the establishment of Education Bureau is around 5%.

(g) The proportion of expenditure on procuring services of the EAs in 2009-10 comparing with the estimated total recurrent expenditure under Head 156 is around 0.1%.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	16 March 2010

Note : As a measure to protect non-skilled workers, the Administration promulgated a mandatory requirement on wage rates for government service contracts in May 2004. Under this requirement, service providers are required to offer monthly wages to non-skilled workers which are no less than the average monthly wages for the relevant industry/occupation as published in the latest Census and Statistics Department's Quarterly Report of Wage and Payroll Statistics at the time when tenders are invited. This requirement applies to service contracts in respect of supply of non-skilled agency workers.

**Information on Procurement of Services
from Employment Agencies (EAs) by Education Bureau**

		2009-10 (As at 30 September 2009)	2008-09 (As at 31 March 2009)	2007-08 (As at 31 March 2008)
(a)&(e)	Number of EA Contracts			
	Number of EA contracts	179 (+11.9%)	160 (+42.9%)	112
(b1)&(e)	Amount of Each Contract			
(i)	\$0.5 million or less	148 (+13.0%)	131 (+40.9%)	93
(ii)	More than \$0.5 million to \$1.43 million	31 (+6.9%)	29 (+52.6%)	19
(b2)&(e)	Service Period of Each Contract			
(i)	12 months or less	134 (+6.3%)	126 (+23.5%)	102
(ii)	More than 12 months to 24 months	43 (+34.4%)	32 (+255.6%)	9
(iii)	More than 24 months to 36 months	2 (0%)	2 (+100.0%)	1
(c1)&(e)	Number of Workers Supplied by Each Contract			
(i)	1 to 10 workers	174 (+10.8%)	157 (+41.4%)	111
(ii)	11 to 20 workers	3 (+50.0%)	2 (N.A.)	0
(iii)	21 to 30 workers	2 (+100.0%)	1 (0%)	1
(c2)&(e)	Duties of the Workers			
(i)	General office support and customer service	226 (-9.6%)	250 (+39.7%)	179
(ii)	Publicity, promotion and event management	25 (+19.0%)	21 (+50.0%)	14
(iii)	Research-related work and technical support	34 (+25.9%)	27 (+42.1%)	19

Figures in () denote year-on-year changes

Note 1: The above table includes agency workers which are financed by the Language Fund, and excludes information technology staff employed by the Bureau under the term contract centrally administered by the Office of the Government Chief Information Officer.

Note 2: As the number of agency workers varies over time in accordance with changing service needs, information concerning agency workers for 2010-11 is not available at this stage.

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

Reply Serial No.

EDB004

Question Serial No.

0306

Head : 156 Government Secretariat: Subhead: 000 Operational expenses
Education Bureau

Programme : (1) Director of Bureau's Office
(2) Primary Education
(3) Secondary Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question : Please provide the following information on the employment of temporary staff to provide services

	2010-11	2009-10	2008-09	2007-08
The number of temporary staff employed	()	()	()	()
Posts taken up by temporary staff employed	()	()	()	()
Salaries of temporary staff employed	()	()	()	()
Benefits of temporary staff employed	()	()	()	()
Length of employment of temporary staff in years	()	()	()	()
Percentage of temporary staff employed in the total number of staff in the Bureau	()	()	()	()

Figures in () denote year-on-year changes

Asked by : Hon. WONG Kwok-hing

Reply :

The majority of the temporary staff in our Bureau are engaged on non-civil service contract (NCSC) terms by government schools under the school-based management initiative and by the Education Bureau offices to provide support to various education initiatives on short-term or time-limited project basis. The details of the employment of these NCSC staff are at the **Annex** attached. The rest are employed on a need basis for very short periods with high mobility, e.g. markers, supply teachers employed for a few days to replace government teachers on sick leave or on training, etc. The terms and duration of employment of these staff varied, depending on the nature of work required. There is no statistical record of these workers at hand.

Temporary staff are provided with benefits no less favourable than those provided for under the Employment Ordinance (Cap. 57) and no more favourable than those applicable to civil servants in comparable civil service ranks or with comparable levels of responsibilities where they exist, including rest day, statutory holidays, paid annual leave, maternity leave, paid sick leave, long service payment, and so on. Employer's contributions to the Mandatory Provident Fund schemes for temporary staff are also made in accordance with the Mandatory Provident Fund Schemes Ordinance (Cap. 485).

Signature	_____
Name in block letters	_____ Raymond H C Wong _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2010 _____

Employment of Temporary Staff in Education Bureau

		2009-10*		2008-09*		2007-08*	
The number of temporary staff employed		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
		782 (+1.82%)	328 (-10.63%)	768 (-)	367 (-21.58%)	768	468
	Total	1 110 (-2.20%)		1 135 (-8.17%)		1 236	
Nature of work performed by temporary staff employed		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	Administrative support	11 (-)	27 (-28.95%)	11 (-26.67%)	38 (-37.70%)	15	61
	Clerical support	152 (+1.33%)	40 (-11.11%)	150 (-0.66%)	45 (-49.44%)	151	89
	Education / Training	240 (+0.42%)	144 (+63.64%)	239 (-5.16%)	88 (+1.15%)	252	87
	IT support	62 (-)	12 (+50.00%)	62 (+5.08%)	8 (-71.43%)	59	28
	Project Co-ordination	2 (-)	37 (-54.32%)	2 (-33.33%)	81 (-)	3	81
	Research	1 (-)	37 (-)	1 (-66.67%)	37 (-21.28%)	3	47
	Non-skilled	308 (+4.05%)	2 (-33.33%)	296 (+8.82%)	3 (-62.50%)	272	8
	Others	6 (-14.29%)	29 (-56.2%)	7 (-46.15%)	67 (-)	13	67
Salaries of temporary staff employed		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	\$30,000 or above	0 (-)	157 (-11.30%)	0 (-)	177 (+14.19%)	0	155
	\$16,000 - \$29,999	10 (+11.11%)	108 (-8.47%)	9 (+125.00%)	118 (-8.53%)	4	129
	\$8,000 - \$15,999	526 (+1.74%)	61 (-11.59%)	517 (+50.73%)	69 (-31.68%)	343	101
	\$5,000 - \$7,999	246 (+1.65%)	2 (-33.33%)	242 (-42.52%)	3 (-96.39%)	421	83

		2009-10*		2008-09*		2007-08*	
Length of employment in years		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	Less than 3 years	490 (-11.23%)	213 (-14.46%)	552 (-1.60%)	249 (-13.24%)	561	287
	3 years to less than 5 years	156 (+56.00%)	73 (+1.39%)	100 (-)	72 (-14.29%)	100	84
	5 years or more	136 (+17.24%)	42 (-8.70%)	116 (+8.41%)	46 (-52.58%)	107	97
Percentage of temporary staff employed in the total number of staff in the Bureau		19.50% (-0.81%)		19.66% (-7.87%)		21.34%	

Figures in () denote year-on-year changes

Note 1: * Position as at 31 December of the financial year concerned.

Note 2: Figures for 2010-11 are not available at this stage.

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

Reply Serial No.

EDB005

Head : 156 Government Secretariat: Subhead: 000 Operational expenses
 Education Bureau

Question Serial No.

0307

Programme : (1) Director of Bureau's Office
 (2) Primary Education
 (3) Secondary Education
 (5) Other Educational Services and Subsidies
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question : Please provide the following information on the employment
 of non-civil service contract (NCSC) staff to provide services:

	2010-11	2009-10	2008-09	2007-08
The number of NCSC staff	()	()	()	()
Posts taken up by NCSC staff	()	()	()	()
Salaries of NCSC staff	()	()	()	()
Benefits of NCSC staff	()	()	()	()
Length of employment of NCSC staff in years	()	()	()	()
Were there any chances for NCSC staff to convert to civil servants on permanent terms?	()	()	()	()
If there were chances for conversion, the number of NCSC staff who failed to do so	()	()	()	()
Percentages of NCSC staff in the total number of staff in the Bureau	()	()	()	()

Figures in () denote year-on-year changes

Asked by : Hon. WONG Kwok-hing

Reply :

The majority of the NCSC staff in this Bureau are employed by government schools under the school-based management initiative and by the Education Bureau headquarters offices to provide support to various education initiatives on short-term or time-limited project basis. The details of the employment of these staff are at the **Annex** attached.

NCSC staff are provided with benefits no less favourable than those provided for under the Employment Ordinance (Cap. 57) and no more favourable than those applicable to civil servants in comparable civil service ranks or with comparable levels of responsibilities where they exist, including rest day, statutory holidays, paid annual leave, maternity leave, paid sick leave, long service payment, and so on. Employer's contributions to the Mandatory Provident Fund schemes for NCSC staff are also made in accordance with the Mandatory Provident Fund Schemes Ordinance (Cap. 485).

There is no mechanism for NCSC staff to be directly converted to civil servants. NCSC staff who meet the basic entry requirements could apply for civil service vacancies through open recruitment and compete with other candidates on a fair and equal basis. Generally speaking, NCSC staff who have met the basic entry requirements and possess working experience relevant to the job would enjoy a competitive edge in the selection process over other candidates with less relevant experience. We have not kept record on the number of NCSC staff who did not succeed in applying for civil service posts.

Signature	_____
Name in block letters	_____ Raymond H C Wong _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 12 March 2010 _____

Employment of NCSC Staff in Education Bureau

		2009-10*		2008-09*		2007-08*	
The number of NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
		782 (+1.82%)	328 (-10.63%)	768 (-)	367 (-21.58%)	768	468
	Total	1 110 (-2.20%)		1 135 (-8.17%)		1 236	
Nature of work performed by NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	Administrative support	11 (-)	27 (-28.95%)	11 (-26.67%)	38 (-37.70%)	15	61
	Clerical support	152 (+1.33%)	40 (-11.11%)	150 (-0.66%)	45 (-49.44%)	151	89
	Education / Training	240 (+0.42%)	144 (+63.64%)	239 (-5.16%)	88 (+1.15%)	252	87
	IT support	62 (-)	12 (+50.00%)	62 (+5.08%)	8 (-71.43%)	59	28
	Project Co-ordination	2 (-)	37 (-54.32%)	2 (-33.33%)	81 (-)	3	81
	Research	1 (-)	37 (-)	1 (-66.67%)	37 (-21.28%)	3	47
	Non-skilled	308 (+4.05%)	2 (-33.33%)	296 (+8.82%)	3 (-62.50%)	272	8
	Others	6 (-14.29%)	29 (-56.2%)	7 (-46.15%)	67 (-)	13	67
Salaries of NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	\$30,000 or above	0 (-)	157 (-11.30%)	0 (-)	177 (+14.19%)	0	155
	\$16,000 - \$29,999	10 (+11.11%)	108 (-8.47%)	9 (+125.00%)	118 (-8.53%)	4	129
	\$8,000 - \$15,999	526 (+1.74%)	61 (-11.59%)	517 (+50.73%)	69 (-31.68%)	343	101
	\$5,000 - \$7,999	246 (+1.65%)	2 (-33.33%)	242 (-42.52%)	3 (-96.39%)	421	83

		2009-10*		2008-09*		2007-08*	
Length of employment in years		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	Less than 3 years	490 (-11.23%)	213 (-14.46%)	552 (-1.60%)	249 (-13.24%)	561	287
	3 years to less than 5 years	156 (+56.00%)	73 (+1.39%)	100 (-)	72 (-14.29%)	100	84
	5 years or more	136 (+17.24%)	42 (-8.70%)	116 (+8.41%)	46 (-52.58%)	107	97
Percentage of NCSC staff in the total number of staff in the Bureau		19.50% (-0.81%)		19.66% (-7.87%)		21.34%	

Figures in () denote year-on-year changes

Note 1: * Position as at 31 December of the financial year concerned.

Note 2: Figures for 2010-11 are not available at this stage.

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

Reply Serial No.

EDB006

Question Serial No.

0308

Head : 156 Government Secretariat: Subhead : 000 Operational expenses
Education Bureau

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide information on outsourced services (including property management, security, cleansing, telecommunications and information technology, statistics, etc., but excluding construction works) in the format set out below:

	2010-11	2009-10	2008-09	2007-08
Contents of outsourced service contracts	()	()	()	()
Number of outsourced service contracts	()	()	()	()
Value of outsourced service contracts	()	()	()	()
Number of workers employed under outsourced service contracts	()	()	()	()
Number of outsourced service contracts that can be replaced by employment of permanent staff by the Government	()	()	()	()

Figures in () denote year-on-year changes

Asked by : Hon. WONG Kwok-hing

Reply :

A total of 295, 266 and 305 outsourcing contracts were awarded in 2007-08, 2008-09 and 2009-10 respectively. We have made provision to award an estimated total of around 280 outsourcing contracts in 2010-11. Details are as follows –

	2010-11	2009-10	2008-09	2007-08
Contents of outsourced service contracts	Building & property management	Building & property management 10 (+43%)	Building & property management 7 (-36%)	Building & property management 11
	Information technology	Information technology 20 (+43%)	Information technology 14 (+8%)	Information technology 13
	Publicity & public relation	Publicity & public relation 8 (-11%)	Publicity & public relation 9 (0%)	Publicity & public relation 9
	Human resource & support services (Details not yet available)	Human resource & support services 10 (-9%)	Human resource & support services 11 (+57%)	Human resource & support services 7
	Printing	Printing 57 (+58%)	Printing 36 (+13%)	Printing 32
	Technical services	Technical services 1 (-50%)	Technical services 2 (-78%)	Technical services 9
	Training & education	Training & education 191 (+7%)	Training & education 179 (-13%)	Training & education 205
	Others	Others 8 (+0%)	Others 8 (-11%)	Others 9
Number of outsourced service contracts	around 280 (Estimated total number to be adjusted according to service needs)	305 (+15%)	266 (-10%)	295
Value of outsourced service contracts	\$171,298,000 (Estimated total value) (-9%)	\$187,858,256 (-1%)	\$189,511,476 (-61%)	\$491,433,721
Number of workers employed under outsourced service contracts	Not yet available	Number of full-time: 965 (+41%) employed in 142 part-time: 144 (+2%) contracts	Number of full-time: 685 (-26%) employed in 116 part-time: 141 (-1%) contracts	Number of full-time: 920 employed in 131 part-time: 142 contracts
		(Note: Information on number of workers employed is not specified in the other 163 contracts)	(Note: Information on number of workers employed is not specified in the other 150 contracts)	(Note: Information on number of workers employed is not specified in the other 164 contracts)
Number of outsourced service contracts that can be replaced by services provided by permanent civil servants	0	0	0	0

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB007

Question Serial No.

1688

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding special education, please provide the following information:

- (a) The current number of special schools cum resource centres in each district and the expenditure involved in 2009-10.
- (b) Details of the specific measures for collaboration between special schools and mainstream schools in 2007-08 to 2009-10.

Asked by : Hon. WONG Kwok-hing

Reply :

- (a) In the 2009/10 school year, there are 18 Special Schools cum Resource Centres (SSRCs), including 3 on Hong Kong Island and outlying islands, 6 in Kowloon, 4 in the New Territories East, and 5 in the New Territories West. The estimated expenditure on the SSRCs is \$4.8 million.
- (b) SSRCs place emphasis on empowering mainstream schools in catering for students' special educational needs through cross-fertilization of expertise and networking. In the 2007/08 to 2009/10 school years, the SSRCs have been providing school-based support for around 100 mainstream schools each year through on-site consultation, lesson observation, case conferences, workshops, seminars and sharing of resource materials, etc. The SSRCs also conducted district-based seminars and workshops for strengthening local networking. At present, 13 of them provide short-term attachment programme for mainstream school students with severe learning and adjustment difficulties.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB008

Question Serial No.

1689

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 :

Regarding special education, please provide the following information:

- (a) the content of the adapted curriculum implemented in schools for children with intellectual disability as mentioned in "Matters Requiring Special Attention in 2010-11";
- (b) details of the support measures provided to enhance the interface between the New Senior Secondary (NSS) curriculum and basic education, and the additional provision required for this purpose in 2010-11.

Asked by : Hon. WONG Kwok-hing

Reply :

- (a) The adapted new senior secondary (NSS) curriculum implemented in the 2009/10 school year for students with intellectual disability (ID) covers Chinese Language, Mathematics, Liberal Studies/Independent Living, Physical Education and Visual Arts. Music, Design and Applied Technology, and adapted Applied Learning courses will also be implemented in the 2010/11 school year to cater for the different needs of the students with ID.
- (b) To support the implementation of the NSS curriculum for students with ID and enhance the interface with the basic education levels, several measures will be adopted in 2010-11. These include the provision of supplementary curriculum guides to ensure coherence across different learning stages, professional development programmes to enhance teachers' subject knowledge and teaching methodology, provision of learning and teaching materials including exemplars for planning school-based learning modules, and the launching of "Collaborative Research and Development Projects" for better articulation between the NSS and basic education levels and dissemination of good practices. The estimated cost for the above measures is about \$1.1 million in 2010-11.

In addition, the Education Bureau has also provided various professional support measures to enhance teachers' learning and teaching effectiveness in special schools. These support measures include theme-based training programmes, professional sharing activities and School-based Support Services. The cost for these measures is absorbed in the daily running cost of the Education Bureau.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 17 March 2010

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

Reply Serial No.

EDB010

Question Serial No.

2567

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

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the “education support for non-Chinese speaking students”, what is the estimated additional expenditure? What is the percentage share of the expenditure in the financial provision under this programme?

Asked by : Hon. WONG Kwok-hing

Reply:

We have planned to further support the non-Chinese speaking (NCS) students in the learning of the Chinese language in the form of provision of after-school extended Chinese learning in non-designated schools. The applicant schools will be provided with a cash grant for a period of three years to roll out school-based after-school support services to assist NCS students in learning Chinese, with a view to allowing time for the University of Hong Kong to expand the existing services of their Chinese Language Learning Support Centres to support the NCS students studying in non-designated schools. The detailed arrangements, including the exact funding allocation, the implementation timetable, the scope of projects and the number of participating students etc., will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research. For planning purpose, we have earmarked \$80 million from the Language Fund for the provision.

Further, we aim to increase the number of designated schools for NCS students to 28 by the 2010/11 school year. For planning purpose, we have earmarked \$15.6 million for provision of special grant to designated schools in the 2010/11 school year.

The support measures and services for the NCS students including the above proposals are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of EDB and a percentage breakdown of the expenditure by item is not applicable. Hence, the percentage share of the expenditure for support measures for NCS students in the financial provision under Programme (5) is not available.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

16 March 2010

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

Reply Serial No.

EDB012

Question Serial No.

0078

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) : 900
Codes of Aid for existing schools-
maintenance, repairs and minor
improvement (block vote)

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question : The number of government and aided primary schools will fall from 473 in the school year 2009-10 to a projected 462 in 2010-11. However, the estimated expenditure for “existing schools – maintenance, repairs and minor improvement (block vote)” will rise by 32.3% from \$552,936,000 in 2009-10 to \$731,509,000 in 2010-11. Please advise:

- a) The reasons for the increase in expenditures for “maintenance, repairs and minor improvement for existing schools in 2010-11”, despite the fall in the number of primary schools
- b) The total number and total expenses for maintenance, repairs and minor improvement of primary schools in 2010-11 according to the age of the schools, stated by the decade they were built.

Asked by : Hon. LI Kwok-po, David

Reply :

The estimated provision of \$731,509,000 for 2010-11 includes the expenditures for new repairs/improvement works to aided primary, secondary and special schools in 2010-11 and the cashflow requirements for existing repairs/improvement projects for these three categories of schools approved in 2009-10 or before. The estimated provision was worked out based on the recommendations of the relevant works departments, viz., Architectural Services Department and Housing Department.

The major reasons for the increase in the estimated expenditure in 2010-11 are as follows:

- (i) increased scope of the essential repairs / improvement items as assessed by the aforesaid works departments concerned for the enhancement of learning and teaching environment and the facilitation of the implementation of the New Senior Secondary academic structure in schools; and
- (ii) the entrustment of the Education Bureau (EDB) to deliver non-estate aided school repairs/improvement works projects each costing \$2 million or below with the assistance of consultants from 2010-11 onwards.

The number of aided primary schools involved as well as the estimated amount to be approved for the schools on major repairs / improvement works, breakdown by school ages, are provided at the Annex.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 10 March 2010

2010-11 Financial Year
Summary of Estimated Major Repairs Cost (Aided Primary Schools)
(Breakdown by School Ages – Based on School Registration Dates)

School age ranges (Years) ¹	Number of schools ^{2 & 3}	Estimated expenditure (\$)
10 or below	91	70,825,740
11 to 20	53	42,292,380
21 to 30	69	41,178,960
31 to 40	39	31,767,860
41 to 50	55	43,815,640
51 or above	60	43,926,500
Total:	367	273,807,080

Note:

- 1 1 September 2009 was used as the reference date in working out the ages of schools.
- 2 Only aided schools which have submitted applications in the major repairs exercise for 2010-11 and with their applications funded under Head 156 Subhead 900 Codes of Aid for Existing Schools – Maintenance, Repairs and Minor Improvement (Block Vote) are included in the Summary, e.g. those applications funded under Capital Works Reserve Fund Head 708 Capital Subventions and Major Systems and Equipment Subhead 8100QX Alterations, Additions, Repairs and Improvements to Education Subvented Buildings are not included.
- 3 AM and PM sessions of a school operating in the same premises are treated as one application.

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

Reply Serial No.

EDB013

Question Serial No.

0079

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the number of teachers that were employed under the Native-speaking English Teacher (NET) Scheme in each of the school years 2008/09 and 2009/10, and the number expected to be employed in 2010/11. What is the annual staff turnover and how much was spent and will be spent in recruitment expenses in each of these three years?

Asked by : Hon. LI Kwok-po, David

Reply :

- (a) The numbers of teachers employed under the NET Scheme in primary and secondary schools in the 2008/09 and 2009/10 school years are as follows:

School Year	Primary School	Secondary School	Total
2008/09	489	416	905
2009/10	484	414	898

The anticipated number of NETs to be employed in the 2010/11 school year would be more or less the same as that of the 2009/10 school year.

- (b) In the 2008/09 school year, 59 Primary and 34 Secondary NETs did not renew their contracts after expiry. Information on the annual turnover of NETs for the 2009/10 school year is not yet available.
- (c) The actual recruitment expenses incurred by EDB on NET in the 2008/09 school year were \$2.19 million. The recruitment expenses in 2009/10 and 2010/11 are both estimated to be \$2.74 million.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 11 March 2010

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

Reply Serial No.

EDB014

Question Serial No.

0104

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

There is little change projected in the number of full-time and part-time vocational education student places from 2009/10 to 2010/11. Have any steps been taken to increase the number of student places that provide training for employment in the six new industries? If so, please detail what steps have been taken. What programmes have been cut to make room for new courses related to the six new industries?

Asked by : Hon. LI Kwok-po, David

Reply :

The Vocational Training Council (VTC) provides a wide spectrum of vocational education and training programmes to meet the manpower needs of industries. To support the development of the six new industries, VTC has provided an additional 210 places in its higher diploma programmes on testing and certification as well as environmental and related studies in the 2009/10 academic year, and will provide 310 additional places in the 2010/11 academic year. Upon commissioning of its new campus in Tseung Kwan O in the 2010/11 academic year, VTC's Hong Kong Design Institute (HKDI) will offer about 4 500 places for training talent to boost Hong Kong's creative industries. Separately, a new course on rehabilitation therapy offering 30 places in the 2010/11 academic year will be launched, in addition to the existing higher diploma programmes in healthcare and related studies, to support the development of Hong Kong's medical services.

Apart from launching new programmes, VTC will also rationalise its existing courses and phase out courses of lesser demands, such as the two-year diploma courses in secretarial and administrative studies.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB015

Question Serial No.

0105

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

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What channels are being used to enhance communication with the public concerning the implementation of the 3-3-4 structure in Hong Kong? What is the expenditure on publicity from 2008-09 to 2010-11? How much has been budgeted for 2010-11 to promote the Hong Kong Diploma of Secondary Education Examination to overseas institutions?

Asked by : Hon. LI Kwok-po, David

Reply :

The Education Bureau (EDB) works closely with various stakeholders in drawing up holistic plans for communication with the general public through the Task Group on "334" Communication Strategies, the members of which include parents, schools, academics, employers and the media. Different liaison groups have also been formed to solicit views and suggestions from different stakeholders.

EDB organised and will continue to organise series of parent seminars to update parents on the latest progress of the implementation of the New Academic Structure (NAS) (i.e., the "334" structure) and collect their views. Publications like pamphlets, handbook and Frequently-Asked-Questions booklets are distributed to parents via schools and during parent seminars. In particular, the handbook is also distributed to the general public via Public Enquiry Service Centres of the Home Affairs Department. EDB regularly keeps the general public updated of the progress of the implementation of NAS through TV, radio, RoadShow, bus advertisement, roving exhibitions and newspaper articles. DVD show cases are being produced for employers. Updated information is posted at the New Academic Structure "334" Web Bulletin. Designated corners are set up for parents, students, principals and teachers, employers, tertiary institutions and overseas visitors at the webpage.

The expenditures on publicity from 2008-09 to 2010-11 are as follows:

Financial Year	2008-09	2009-10	2010-11 (estimate)
Expenditures	\$4.87 million	\$5.78 million	\$6.65 million

Within the \$6.65 million in 2010-11, it is estimated that \$2.12 million will be used to promote NAS and the Hong Kong Diploma of Secondary Education to overseas countries.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	10 March 2010

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

Reply Serial No.

EDB016

Question Serial No.

0154

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

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Administration stated that primary schools had implemented the curriculum reform “with sustainable changes in the culture of learning and teaching as well as in teachers’ professional development”. What are the “sustainable changes”? How will the Administration assess the effectiveness and the proper use of resources?

Asked by : Hon. IP LAU Suk-ye, Regina

Reply :

The curriculum reform for basic education promulgated since 2001 focuses on promoting whole-person development and the life-long learning capabilities of students. Since then, more resources have been earmarked for the launch of a series of supporting measures to bring about sustainable changes in the culture of learning and teaching as well as teachers’ professional development. These measures have facilitated teachers to explore more diversified pedagogical practices and develop more effective teaching/learning strategies. The mid-term review report of the curriculum reform in schools published in 2008 witnessed teachers’ growing capability in leading changes and new practices in schools to support curriculum reform in terms of:

- schools being the centre of improvement responding to, and interacting with, the systemic reform;
- teachers sharing the role of leading the school and mentoring colleagues through ideas, collaboration, and learning from each other with an aim to improve student learning;
- diversified pedagogical practices being applied in classes and adoption of diversified modes of assessment in schools and more purposeful use of assessment data to feedback to teaching and learning; and
- students getting use to present their ideas in classrooms, and getting use to engage in self-access learning.

Further, feedback is also collected from various stakeholders on an on-going basis through surveys, focus group discussions, school visits and inspections. As revealed from the information and feedback collected, there are observable changes in schools. More and more schools have established learning communities in their schools and nurtured team culture through collaborative lesson planning and peer lesson observation, which are crucial for the promotion of diversified learning experiences amongst students and the enhancement of students’ quality of learning.

In view of the diversified measures implemented and their positive impacts on the culture of learning and teaching as well as teachers' professional development, we consider resources are properly used. We shall continue to monitor and review the progress of the curriculum reform measures to make sure the sustainability of the changes.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 15 March 2010

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

Reply Serial No.

EDB017

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

0155

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the new initiatives being implemented to strengthen language teaching of primary schools? What are the manpower and expenditure involved? When and how will the Administration assess the effectiveness of the initiatives?

Asked by : Hon. IP LAU Suk-yee, Regina

Reply :

In 2009-10, we have introduced the following new support measures to further enhance language learning and teaching at primary level –

- (a) providing supply teachers to schools to release primary English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications;
- (b) facilitating primary schools to adopt school-based enhancement measures in enriching their English language environment;
- (c) devising a scholarship scheme to be launched in the 2010/11 school year to attract talents to become English Language teachers.

No additional staff has been involved in implementing the above measures in 2009-10. As the above initiatives are only at initial launch, the actual expenditure incurred for the above measures in 2009-10 was about \$1.6 million.

On assessment of effectiveness of the initiatives, post-course evaluation will be conducted in respect of (a). For (b), schools, being grantees of funds, will be required to evaluate the effectiveness of the grant in terms of targets achieved and submit reports to the Government upon completion of the projects. School visits and lesson observations will also be conducted by the Education Bureau to evaluate the effectiveness of the measures implemented by schools. For (c), the awardees' performance during their studies will be evaluated on an annual basis to see if they could match the standard expected. Upon graduation, they will be obliged to teach English as a full-time teacher in a local primary/secondary day school for a certain period of time, and their performance in schools would also be traced in assessing their teaching effectiveness.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

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

Reply Serial No.

EDB019

Question Serial No.

1229

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Were the plans initiated in 2009-10 to improve the teaching and learning of the English Language in primary schools all implemented? Has the Administration reviewed their effectiveness? What measures will be introduced in 2010-11?

Asked by : Hon. IP LAU Suk-yee, Regina

Reply :

In 2009-10, we have introduced the following new support measures to further enhance language learning and teaching at primary level –

- (a) providing supply teachers to schools to release primary English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications;
- (b) facilitating primary schools to adopt school-based enhancement measures in enriching their English language environment;
- (c) devising a scholarship scheme to be launched in the 2010/11 school year to attract talents to become English Language teachers.

As for the plan to form a network of voluntary professionals to conduct English activities with students, as it involves multi-party collaboration among schools, the community and the government, more time is needed to consider details like scope and scale etc. We also plan to invite the Standing Committee on Language Education and Research to consider and discuss the details.

On assessment of effectiveness of the initiatives, post-course evaluation will be conducted in respect of (a). For (b), schools, being grantees of funds, will be required to evaluate the effectiveness of the grant in terms of targets achieved and submit reports to the Government upon completion of the projects. School visits and lesson observations will also be conducted by the Education Bureau to evaluate the effectiveness of the measures implemented by schools. For (c), the awardees' performance during their studies will be evaluated on an annual basis to see if they could match the standard expected. Upon graduation, they will be obliged to teach English as a full-time teacher in a local primary/secondary day school for a certain period of time, and their performance in schools would also be traced in assessing their teaching effectiveness.

In 2010-11, we will continue to implement the above measures to enhance language learning and teaching at primary level. Other on-going support, for instance, learning and teaching materials, professional development programmes and school-based support services etc, will also continue to be provided.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 10 March 2010

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

Reply Serial No.

EDB021

Question Serial No.

1231

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Administration stated that secondary schools had implemented the curriculum reform “with sustainable changes in the culture of learning and teaching as well as in teachers’ professional development”. What are the “sustainable changes”? How will the Administration assess the effectiveness and the proper use of resources?

Asked by : Hon. IP LAU Suk-ye, Regina

Reply :

The curriculum reform for basic education (Primary One to Secondary Three) promulgated since 2001 focuses on promoting whole-person development and the life-long learning capabilities of students. Since then, more resources have been earmarked for the launch of a series of supporting measures to bring about sustainable changes in the culture of learning and teaching as well as teachers’ professional development. These measures have facilitated teachers to explore more diversified pedagogical practices and develop more effective teaching/learning strategies. The mid-term review report of the curriculum reform in schools published in 2008 witnessed teachers’ growing capability in leading changes and new practices in schools to support curriculum reform in terms of:

- schools being the centre of improvement responding to, and interacting with, the systemic reform;
- teachers sharing the role of leading the school and mentoring colleagues through ideas, collaboration, and learning from each other with an aim to improve student learning;
- diversified pedagogical practices being applied in class and adoption of diversified modes of assessment in schools as well as more purposeful use of assessment data for providing feedback to teaching and learning; and
- students getting used to presenting their ideas in classrooms, and engaging in self-access learning.

With noticeable improvement observed across the basic education levels, a solid foundation has been laid for the new senior secondary academic structure implemented in 2009. The sustainable changes in teachers’ growing capability emerged from the curriculum reform will continue and bring about significant impacts on the new senior secondary curriculum.

Further, feedback is also collected from various stakeholders on an on-going basis through surveys, focus group discussions, school visits and inspections. As revealed from the information and feedback collected, there are observable changes in schools. More and more schools have established learning communities in their schools and nurtured team culture through collaborative lesson planning and peer lesson observation, which are crucial for the promotion of diversified learning experiences amongst students and the enhancement of quality of learning.

In view of the diversified measures implemented and their positive impacts on the culture of learning and teaching as well as teachers' professional development, we consider that resources are properly used. Building on the evidence collected, we shall continue to monitor and review the progress of the curriculum reform measures to ensure the sustainability of the changes, particularly those at the senior secondary level following the implementation of the new senior secondary academic structure.

Signature	_____
Name in block letters	_____ Raymond H C Wong _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2010 _____

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

Reply Serial No.

EDB025

Question Serial No.

1235

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In 2010-11, what specific measures will be taken by the Administration to promote national education? What are the resources expected to be involved?

Asked by : Hon. IP LAU Suk-ye, Regina

Reply :

The measures being planned to promote national education include running professional development programmes for teachers, developing learning and teaching resources and materials, and organising cross-border students' and teachers' interflow and exchange activities. The estimated expenditure involved for 2010-11 is \$78.6 million.

Detailed breakdown is as follows –

	Estimated expenditure for 2010-11 (\$ million)
Running professional development programmes for teachers	7.3
Developing learning and teaching resources and materials	5.7
Organising cross-border students' and teachers' interflow and exchange activities	65.6
Total	78.6

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 10 March 2010

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

Reply Serial No.

EDB027

Question Serial No.

1237

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Administration will “provide community-based project grant to non-governmental organizations operating school-based after-school learning and support programmes for needy students in the districts” in 2010-11. What are the details? What is the estimated number of beneficiaries? What is the expenditure involved?

Asked by : Hon. IPLAU Suk-ye, Regina

Reply :

Non-governmental organisations (NGOs) are invited to organise or collaborate with schools to conduct community-based projects under the School-based After-school Learning and Support Programmes for Primary 1 to Secondary 7 students from families in receipt of the Comprehensive Social Security Assistance or recipients of full-grant assistance under the Student Financial Assistance Scheme. The projects, organised with a view to facilitating students’ whole-person and all-round development, include a wide spectrum of activities such as tutorial service, cultural and art activities, sports, leadership training, voluntary service and visits.

NGOs are required to submit proposals to the Education Bureau (EDB) to apply for funding. A committee, comprising representatives from key stakeholders, vets the proposals in accordance with a set of vetting criteria. Successful applicants are required to submit progress reports and a final report including the final accounts and the evaluation on the effectiveness of the projects. The EDB will monitor through supervisory visits and collection of feedbacks from stakeholders.

It is estimated that about 65 000 students from needy families will participate in the community-based projects in 2010-11 and the estimated expenditure is about \$108 million.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

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

Reply Serial No.

EDB028

Question Serial No.

1238

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In 2010-11, what specific measures will be taken by the Administration in “improving the language skills of the community in general”? What is the expenditure involved?

Asked by : Hon. IP LAU Suk-ye, Regina

Reply :

Aside from providing and supporting language education for students in all key stages, the Administration collaborates with the Standing Committee on Language Education and Research (SCOLAR) to improve the language skills of the community in general through various projects funded/sponsored by the Language Fund (LF), e.g. Workplace English Campaign, Hong Kong News Award, television series and radio programmes on the use of English, Putonghua and proper Cantonese pronunciation etc.

In 2010-11, we will continue to run or sponsor the relevant LF projects, i.e. the Workplace English Campaign and the Hong Kong News Award. The estimated expenditure is about \$3.3 million. Initiatives to promote Putonghua and proper Cantonese pronunciation among general public are being planned.

In addition, the Administration proposes to inject \$500 million into the Language Fund to further upgrade our biliterate and trilingual proficiency. Of the proposed injection, our preliminary estimate is that \$30 million will be allocated for raising workplace language proficiency. The detailed arrangement, including the implementation timetable, the scope of projects, and the exact funding allocation to various projects will be subject to further discussion with the relevant stakeholders and deliberation by SCOLAR.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

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

Reply Serial No.

EDB029

Question Serial No.

1239

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What specific measures will be taken to “enhance the development of Hong Kong as a regional education hub” in 2010-11? And what will be the expenditures involved?

Asked by : Hon. IP LAU Suk-ye, Regina

Reply :

As set out in the 2009 Policy Address, it is our policy objective to enhance Hong Kong's status as a regional education hub, boosting Hong Kong's competitiveness and complementing the future development of the Mainland. We aim to achieve this by stepping up our efforts to further internationalise and diversify the higher education sector for the benefit of local students and Hong Kong as a whole.

Regarding internationalisation, we implemented in 2008 a basket of measures, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the \$1 billion HKSAR Government Scholarship Fund to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs and enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation.

We will build on these measures and continue to encourage more quality non-local students to come to Hong Kong to study. We will work with our higher education institutions to step up exchange and promotion efforts overseas, particularly in Asia, to encourage more students to regard Hong Kong as a destination for education. We will also explore the possibility of allowing senior secondary students from the Mainland to take short-term courses such as summer courses offered by our degree-awarding higher education institutions and pursue senior secondary education at non-public schools in Hong Kong.

As regards diversification, we consider that the self-financing higher education sector has room for further expansion. In recent years, we have introduced a number of measures to facilitate the development of self-financing post-secondary institutions. These measures include –

- (a) Land Grant Scheme – This Scheme provides land at nominal premium to self-financing non-profit-making post-secondary institutions for the construction of purpose-built premises. Since the launch of the Scheme in 2002, six sites have been granted. We have reserved another six sites for interested operators to provide self-financing degree programmes, including the Queen’s Hill site in the New Territories as announced in the 2010-11 Budget;
- (b) Start-up Loan Scheme – This Scheme provides loans to support self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. The Scheme was launched in 2001 with an initial commitment of \$5 billion. We have recently sought the Finance Committee’s approval to increase the total commitment of the Scheme by \$2 billion; and
- (c) Quality Enhancement Grant Scheme – This Scheme supports projects/initiatives that can improve students’ learning, teaching methods, course quality and career guidance. The Scheme was launched in 2008 with a one-off injection of \$100 million.

The increase in non-local student quota for publicly-funded programmes to 20% will not result in additional recurrent costs for the Government, as the recurrent expenditure incurred in providing the additional student places will be met by institutions from tuition fees received and other income sources. The Immigration Department will continue to deal with the increase in applications for student entry, extension of stay and dependant entry that is likely to result from some of the above measures. The estimated staff cost involved in 2010-11 is about \$2.93 million. As regards the scholarships, the HKSAR Government Scholarship Fund was established with a one-off injection of \$1 billion in 2007-08. The Director of Accounting Services will continue to oversee the investment and accounting matters relating to the Fund in 2010-11. The estimated staff cost involved in 2010-11 is about \$1.52 million.

Signature _____
Name in block letters _____ Raymond H C Wong
Post Title _____ Permanent Secretary for Education
Date _____ 10 March 2010

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

Reply Serial No.

EDB030

Question Serial No.

1240

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Administration stated that it would “consider the merits and feasibility of providing a new programme based on the Project Yi Jin model” during 2010-11. Has the Administration set a timetable for this? What are the manpower and expenditure expected to be involved?

Asked by : Hon. IP LAU Suk-yee, Regina

Reply :

The new senior academic structure has been implemented since September 2009 and the first student cohort under the new academic structure will complete their senior secondary education and participate in the Hong Kong Diploma in Secondary Education Examination in 2012. We are currently working with the Federation for Continuing Education in Tertiary Institutions to consider the merits and feasibility of providing a new programme based on the Project Yi Jin model under the new academic structure. The first stage of the study is expected to be completed in the first half of 2010. If the new programme is considered meritorious and feasible, a second stage of the study will be carried out to design the details of the programme which will be put in place from the 2012/13 academic year onwards. A total sum of \$6.6 million has been earmarked for the study and this funding requirement will be absorbed from within existing resources. No additional manpower is required for the purpose.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB032

Question Serial No.

1410

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

How many students have joined Mainland exchange programmes in 2009-10? What are the total expenditure and the expenditure per student involved?

Asked by : Hon. IP LAU Suk-ye, Regina

Reply :

In 2009-10, a total of 34 869 primary and secondary students have joined the various Mainland study trips, either organised or sponsored by the Government. It involved a total expenditure of \$43.6 million, amounting to a unit expenditure or subsidy of about \$1,250 each.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 12 March 2010

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

Reply Serial No.

EDB034

Question Serial No.

0164

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the average teacher-to-student ratio, class size, and the number of teaching periods and average working hours per teacher per week in aided primary and secondary schools in the 2009/10 school year. Please also compare the above figures to those in Hong Kong five years ago (i.e. the 2005/06 school year) and the corresponding current figures in the United States, the United Kingdom, the Mainland, Taiwan and Singapore.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The average teacher-to-student ratio, class size and number of teaching periods per teacher per cycle in the 2009/10 school year as compared with the corresponding figures in the 2005/06 school year are as follows:

	Aided primary school		Aided secondary school	
	2005/06	2009/10	2005/06	2009/10
Average teacher-to-student ratio	1:18.4	1:15.8	1:18.0	1:16.3
Average class size	32.5	29.9	37.2	35.8
Average number of teaching periods per teacher per cycle	28	26	28	26

While the Education Bureau has been collecting information relating to the teaching periods per teacher per cycle, it is noteworthy that apart from performing their classroom teaching duties, teachers are required to take up other duties such as curriculum planning and development, lesson preparation, student assessment and counselling, organising extra-curricular activities, etc. The time required for carrying out these duties may vary across schools, teachers, levels of study and time intervals concerned.

According to the latest information available on the Internet, the respective average teacher-to-student ratios, class sizes and numbers of teaching hours per teacher per week in the United States, the United Kingdom, the Mainland, Taiwan and Singapore are as follows:

(1) Teacher-to-student ratio^{Note 1}

Country/Area	Average teacher-to-student ratio	
	Primary school	Secondary school
Hong Kong	1:15.8	1:16.3
United States	1:14.6	1:15.1
United Kingdom	1:19.4	1:13.6
Mainland ^{Note 2}	1:18.4	1:16.4
Taiwan ^{Note 2}	1:16.7	1:15.6
Singapore	1:21.4	1:18.2

(2) Class size^{Note 1}

Country/Area	Average class size	
	Primary school	Secondary school
Hong Kong	29.9	35.8
United States	23.6	24.9
United Kingdom	25.8	23.7
Mainland ^{Note 2}	36.1	56.1
Taiwan ^{Note 2}	27.6	34.2
Singapore	34.5	36.6

(3) Number of teaching hours^{Note 1}

Country/Area	Average number of teaching hours per teacher per week	
	Primary school	Secondary school
Hong Kong ^{Note 3}	15.2	17.3
United States	30	30
United Kingdom	17.2	19
Mainland ^{Note 2}	15-21	18
Taiwan ^{Note 2}	13-16	14-17
Singapore	Not available	Not available

Note 1

Sources:

- Hong Kong: Education Bureau
- United States: Education at a glance 2009, Organisation for Economic Co-operation and Development Indicators: <http://www.oecd.org/>
- United Kingdom: Education at a glance 2009, Organisation for Economic Co-operation and Development Indicators: <http://www.oecd.org/>
Teacher's Workloads Diary Survey (2008) by School Teachers' Review Body (STRB): <http://www.ome.uk.com>
- Mainland: Global Education Digest 2009 - Comparing Education Statistics Across the World, United Nations Educational, Scientific and Cultural Organization Institute for Statistics: <http://www.uis.unesco.org/>
《關於小學教師職務評聘工作實施意見》
《關於中學教師職務評聘工作實施意見》
教育部 2008 全國教育事業發展統計公報 2009-07-20: <http://www.edu.cn>
- Taiwan: Main Statistics (2008), Ministry of Education, Taiwan: <http://www.edu.tw/>
"Basic Principles for Setting the Number of Teaching Periods for Teachers in High Schools and Elementary Schools". 2007 (high schools: 18-22 periods, 45 minutes; elementary schools: 20-24 periods: 40 minutes)
- Singapore: Ministry of Education Singapore – Education Statistics Digest 2009: <http://www.moe.gov.sg>

Note 2

In the case of the Mainland, "secondary school" refers to public junior and senior secondary schools, whereas in the case of Taiwan, it refers to public junior and senior high schools.

Note 3

Figures are calculated on the basis of a 5-day cycle at a 35-minute period for the primary schools and a 40-minute period for the secondary schools in Hong Kong.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 10 March 2010

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

Reply Serial No.

EDB035

Question Serial No.

0165

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown of the course titles, course providers, course fees, number of places and applications received, unit cost as well as amount of subsidies of each place for all the fully-subsidised, partly-subsidised, and non-subsidised teacher training courses (including certificate, diploma and degree programmes) offered to serving kindergarten teachers for the 2009/10 school year.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The course titles, course providers, course fees and number of places for all subsidised and non-subsidised teacher training courses (including certificate, degree and post-graduate diploma in education programmes) offered to serving kindergarten teachers for the 2009/10 school year are listed as follows :

(A) In-service Certificate in Early Childhood Education Training Programme

	HKIVE (LWL)	HKIEd	HKBU	OUHK
No. of intake in 2009/10				
EDB-commissioned	308			
UGC-funded		222		
Self-financed			31#	230#
Tuition fees per course				
EDB-commissioned	\$12,546			
UGC-funded		Free		
Self-financed			\$60,060#	\$50,000 #

(B) In-service Bachelor of Education (Early Childhood Education) Training Programme

	HKIEd	HKBU	CUHK
No. of intake in 2009/10			
UGC-funded	382		
Self-financed		290#	56#
Tuition fees per course			
UGC-funded	\$84,300		
Self-financed		\$94,430# (general degree) \$107,730# (honours degree)	\$160,650#

(C) In-service Postgraduate Diploma in Education (Early Childhood Education) Training Programme

	HKIEd	HKBU	HKU
No. of intake in 2009/10			
UGC-funded	54		24
Self-financed		32#	
Tuition fees per course			
UGC-funded	\$42,100		\$42,100
Self-financed		\$63,000	

The EDB does not have details of the applications to the various courses. Information on the unit cost and amount of subsidies of each of the subsidised training places for serving kindergarten teachers other than those commissioned by EDB is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants. Information on the unit cost of the self-financed places is also not available as the course providers consider it not appropriate to disclose the information. The three-year in-service Certificate in Early Childhood Education training course commissioned by EDB for the 2009/10 intake in HKIVE(LWL) involves a total subsidy of around \$16 million.

Key :

- The numbers in italics and marked with # denote non-subsidised places.

HKIVE(LWL) - Hong Kong Institute of Vocational Education (Lee Wai Lee)

HKIEd - The Hong Kong Institute of Education

HKBU - Hong Kong Baptist University

HKU - The University of Hong Kong

CUHK - The Chinese University of Hong Kong

OUHK - The Open University of Hong Kong

EDB - Education Bureau

UGC - University Grants Committee

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 11 March 2010

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

Reply Serial No.

EDB036

Question Serial No.

0166

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide, in the following format, information such as the number and percentage of wastage as well as length of service, salary, academic qualification and age of kindergarten teachers in the 2008/09 and 2009/10 school years.

	2008/09 school year	2009/10 school year
Number of wastage		
Percentage of wastage		
Average length of service		
Average salary		
Academic qualification		
Number of teachers without Certificate/Diploma in Early Childhood Education		
Number of teachers with Certificate/Diploma in Early Childhood Education		
Number of teachers with degree in Early Childhood Education		
Number of teachers with master degree in Early Childhood Education		
Average age		

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The number and percentage of wastage of teachers in local kindergartens in the 2008/09 and 2009/10 school years as well as their length of service, salary, academic qualification and age are provided, where available, as follows :

	2008/09 school year	2009/10 school year (Note 1)
Number of wastage (Note 2)	820	674
Percentage of wastage (Note 2)	8.3%	7.2%
Average length of service (in years)	11.7	12.2
Average salary	(Note 3)	(Note 3)
<u>Academic qualification</u>		
Number of teachers without Certificate/Diploma in Early Childhood Education	575	436
Number of teachers with Certificate/Diploma in Early Childhood Education	195	185
Number of teachers with Bachelor of Education in Early Childhood Education or equivalent	50	53
Number of teachers with Master Degree in Early Childhood Education	(Note 3)	(Note 3)
Average age	36	37

Note 1: The figures for the 2009/10 school year are provisional and are referring to the position as at mid-September 2009.

Note 2: The number and percentage of teachers of the previous school year who did not serve in kindergartens/kindergartens-cum-child care centres in the 12-month period prior to mid-September of the respective school years.

Note 3: No relevant information was collected.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 11 March 2010

2. The progress of the review undertaken by the WG is tabulated as follows-

Date	Methods	Groups consulted and the number of people consulted / the number of people interviewed	Issues of consultation	Summary of views
Up to March 2010	Documents and literature review, focus group meetings and written submissions	Six focus group meetings with the academics from the local tertiary institutions concerned, major kindergarten (KG) sponsoring bodies, KG principals, teachers, parents and EDB staff (involving about 70 persons) were held.	See Note 1	See Note 2

Note 1 : Further to the views and concerns expressed earlier by the key stakeholders including Legislative Council Members last year, the WG met with the focus groups and solicited their views on such issues as pre-primary education outside Hong Kong, changes since the introduction of the PEVS, reasons underlying these changes, constituent elements of quality pre-primary education, and views on improvement to the operational aspects of the PEVS.

Note 2 : Participants in the focus group meetings have expressed their views on various aspects such as pre-primary education as part of the basic education, the importance of systemic stability for quality pre-primary education, equity of funding for pre-primary institutions, constraints of and workload generated by the PEVS, financial support for children from the needy families, demand for a salary structure for KG teachers, concern about regulating pre-primary education by market mechanism, importance of parent education and their readiness to exercise choice, pressure imposed by Quality Review and requirements for professional upgrading and support for KG for continuous improvement, etc. The WG is consolidating the information with a view to focusing further on the specific concerns raised and improvement options appropriate to the local context. The WG will meet with the key stakeholders again at a later stage of the review to further solicit their feedback.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 12 March 2010

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

Reply Serial No.

EDB038

Question Serial No.

0253

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide, in the following format, the number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by district in the 2009/10 school year.

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Total	Closed	Newly operated	Total
Central & Western						
Wanchai						
Southern						
Eastern						
Yau Tsim Mong						
Sham Shui Po						
Kowloon City						
Wong Tai Sin						
Kwun Tong						
Sai Kung						
Sha Tin						
Tai Po						
North						
Yuen Long						
Tuen Mun						
Tsuen Wan						
Kwai Tsing						
Islands						
All Districts						

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The number of closed, newly operated and existing kindergartens and kindergarten-cum-child care centres by district in the 2009/10 school year are as follows:

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Total	Closed	Newly operated	Total
Central & Western	3	2	19	1	1	25
Wanchai	2	1	17	1	1	15
Southern	1	2	17	1	1	23
Eastern	2	1	35	0	1	47
Yau Tsim Mong	2	0	16	0	0	20
Sham Shui Po	1	0	24	1	0	17
Kowloon City	3	3	43	1	1	41
Wong Tai Sin	2	0	23	0	0	23
Kwun Tong	2	1	35	0	0	35
Sai Kung	0	1	32	0	1	25
Sha Tin	2	2	37	1	1	35
Tai Po	0	0	19	0	0	16
North	0	1	29	0	0	14
Yuen Long	1	0	43	2	0	31
Tuen Mun	2	0	32	1	0	31
Tsuen Wan	0	0	16	1	0	19
Kwai Tsing	2	0	35	0	0	29
Islands	1	1	21	0	0	11
All Districts	26	15	493	10	7	457

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 11 March 2010 _____

Reply :

- a. The distribution of monthly salary levels of full-time kindergarten (KG) teachers (excluding principals) in local KG from the 2005/06 school year (sy) to the 2009/10 sy is as tabulated at the Appendix.
- b. The information provided at the Appendix shows a general rising trend in the monthly salary range of KG teachers in the five years from the 2005/06 sy. The average monthly salaries of full-time teachers (excluding principals) teaching half-day and whole-day classes in KG offering local curriculum are \$9,800 and \$16,300 respectively in the 2009/10 sy, which have increased by 11% and 14% respectively as compared with the average monthly salaries of full-time teachers (excluding principals) teaching half-day and whole-day classes in KG offering local curriculum in the 2006/07 sy. Given the fact that pre-primary education is privately run, KG have full discretion in determining the salary for their teachers. The Administration has no plan to conduct a survey on KG teacher salary levels by qualification.
- c. The average monthly salaries of full-time teachers (excluding principals) teaching half-day and whole-day classes in KG offering local curriculum are \$9,800 and \$16,300 respectively in the 2009/10 sy, which have increased by 8% and 10% respectively as compared with the average monthly salaries of full-time teachers (excluding principals) teaching half-day and whole-day classes in KG offering local curriculum in the 2007/08 sy. From the information collected from over 20 major school sponsoring bodies operating about 400 KG, 90% of these KG designed their pay structures by making reference to the recommended normative salary scale that existed prior to the implementation of PEVS.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

Distribution of monthly salary levels of full-time teachers in local kindergartens

2005/06 School Year

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	368	48
\$6,001 – \$9,000	750	388
\$9,001 – \$12,000	399	570
\$12,001 – \$15,000	236	1 116
\$15,001 – \$18,000	68	507
\$18,001 – \$21,000	23	296
\$21,001 – \$24,000	4	216
\$24,001 – \$27,000	1	19
\$27,001 or above	0	24

2006/07 School Year

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	377	48
\$6,001 – \$9,000	740	542
\$9,001 – \$12,000	415	1 360
\$12,001 – \$15,000	231	1 484
\$15,001 – \$18,000	49	853
\$18,001 – \$21,000	22	800
\$21,001 – \$24,000	5	282
\$24,001 – \$27,000	2	32
\$27,001 or above	1	45

2007/08 School Year

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	312	11
\$6,001 – \$9,000	735	346
\$9,001 – \$12,000	430	1 490
\$12,001 – \$15,000	220	2 414
\$15,001 – \$18,000	69	1 114
\$18,001 – \$21,000	13	762
\$21,001 – \$24,000	11	587
\$24,001 – \$27,000	1	105
\$27,001 or above	0	73

2008/09 School Year

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	197	13
\$6,001 – \$9,000	574	183
\$9,001 – \$12,000	354	701
\$12,001 – \$15,000	182	2 922
\$15,001 – \$18,000	102	1 269
\$18,001 – \$21,000	9	732
\$21,001 – \$24,000	10	616
\$24,001 – \$27,000	0	345
\$27,001 or above	2	116

2009/10 School Year

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	128	4
\$6,001 – \$9,000	567	115
\$9,001 – \$12,000	385	583
\$12,001 – \$15,000	162	2 784
\$15,001 – \$18,000	113	1 660
\$18,001 – \$21,000	13	871
\$21,001 – \$24,000	4	562
\$24,001 – \$27,000	2	501
\$27,001 or above	3	98

Notes:

- (1) The data for the 2005/06 and the 2006/07 school years were collected from the application forms for fee revision submitted by kindergartens, including those that had joined the Kindergarten and Child Care Centre Subsidy Scheme. The data did not include kindergartens which had not applied for fee revision.
- (2) The data for the 2007/08, 2008/09 and 2009/10 school years were collected from kindergartens responding to an anonymous questionnaire survey conducted by the Education Bureau in September each year.

Reply :

Under PEVS, a TDS at \$3,000 per voucher has been provided each for the 2007/08 and 2008/09 school years to support professional upgrading by teachers and principals of the NPM KG. The rate of the TDS is at \$2,000 per voucher each for the 2009/10 and 2010/11 school years. Teachers and principals may apply for reimbursement of course fees on a yearly basis from the KG upon successful completion of the term/year of studies of a recognised course up to the end of the 2011/12 school year. Teachers and principals of KG not joining PEVS or joining PEVS under the 3-year transitional arrangement may, until the end of the 2011/12 school year, apply for reimbursement for up to 50% of the course fees, capped at \$60,000, for a recognised course in early childhood education. According to the information submitted by KG as of March 2010, the number of teachers and principals receiving financial support under PEVS for professional upgrading in the 2008/09 school year is as follows:

	NPM KG Joining PEVS	PI KG Joining PEVS	Non-PEVS KG
No. of serving principals	350	7	17
No. of serving teachers	2 560	64	309
Total amount claimed by serving principals (\$)	8,089,500	79,400	181,200
Total amount claimed by serving teachers (\$)	34,597,200	417,200	2,372,100
Courses enrolled			
Certificate in Early Childhood Education (C(ECE)) or equivalent	1 504	39	201
Bachelor Degree in Early Childhood Education (BEd(ECE))	1 247	23	108
Master degree in Early Childhood Education (M(ECE))	43	4	3
Certification for Kindergarten Principals	116	5	14

Information for the 2009/10 school year will only be available by the end of 2010.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 17 March 2010

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

Reply Serial No.

EDB042

Question Serial No.

1551

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding pre-primary education, please provide the numbers of non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS), private independent kindergartens joining PEVS during the transitional period and private independent kindergartens not joining PEVS as well as the average school fees of these kindergartens by district in the 2009/10 school year.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The numbers of non-profit-making (NPM) kindergartens (KG) joining PEVS, private independent (PI) KG joining PEVS during the transitional period and PI KG not joining PEVS as well as the average school fees of these KG by district in the 2009/10 school year are provided at the Appendix.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

Number of NPM KG joining PEVS, PI KG joining PEVS under the transitional arrangement and local PI KG as well as the average school fees of these KG by district in the 2009/10 school year

District	NPM KG Joining PEVS			PI KG Joining PEVS during the transitional period			Local PI KG Not joining PEVS		
	No.	Average school fee of local half-day classes under PEVS \$	Average school fee of local whole-day classes under PEVS \$	No.	Average school fee of local half-day classes under PEVS \$	Average school fee of local whole-day classes under PEVS \$	No.	Average school fee of half-day classes \$	Average school fee of whole-day classes \$
Central & Western	27	20,600	32,400	1	24,000	-	2	50,500	68,800
Wan Chai	21	21,600	32,300	0	-	-	1	38,400	-
Eastern	60	20,100	30,500	6	24,000	44,100	9	50,600	57,200
Southern	19	18,700	30,100	0	-	-	4	46,000	65,000
Sham Shui Po	40	17,800	30,000	1	18,600	33,600	0	-	-
Yau Tsim Mong	30	20,200	30,100	1	-	19,400	5	47,100	39,400
Kowloon City	47	20,200	33,200	4	24,000	45,700	15	33,000	57,900
Wong Tai Sin	46	15,400	27,300	0	-	-	0	-	-
Kwun Tong	68	17,000	28,100	0	-	-	1 [#]	-	-
Tsuen Wan	30	18,800	29,700	2	23,600	38,900	3	31,200	50,200
Tuen Mun	58	17,000	28,600	3	23,400	45,300	2	24,100	48,200
Yuen Long	69	16,500	28,700	4	24,000	48,000	1	33,700	52,300
North	40	16,800	27,900	3	24,000	43,000	0	-	-
Tai Po	25	17,100	28,100	3	24,000	48,000	4	29,800	53,900
Sha Tin	57	18,500	28,500	6	24,000	43,900	4	30,000	49,600
Sai Kung	42	17,100	27,700	3	24,000	47,700	5	32,000	51,400
Islands	24	16,300	27,300	0	-	-	3	45,000	67,300
Kwai Tsing	59	17,900	29,600	1	24,000	-	1	35,800	-

#The KG operates service groups for children of aged 2-3 only in the 2009/10 school year.

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

Reply Serial No.

EDB043

Question Serial No.

1553

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In order to deepen national education, the Administration will strengthen the Chinese element in the Key Learning Areas at primary and secondary levels and organise students to participate in Mainland exchange activities to complement the national education programmes. Regarding this, will the Administration inform us of:

- (a) the details of the projects and the provision or estimated provision in 2006-07, 2007-08, 2008-09, 2009-10 and 2010-11;
- (b) the names and background of the non-governmental organisations commissioned to organise exchange trips to the Mainland?

Asked by: Hon. EU Yuet-mee, Audrey

Reply :

- (a) To deepen national education, additional recurrent resources have been allocated for its promotion in schools. In curriculum development, Chinese element will be strengthened in the Key Learning Areas/subjects, at both primary and secondary levels, for example, General Studies at primary and a new subject "Life and Society" at junior secondary level. Other measures to be implemented include:
 - (i) organising professional development programmes for teachers, such as "Hong Kong Teachers Mainland Exchange Programme" (根脈相連—香港教師內地交流計畫) and New Senior Secondary (NSS) Enriching Knowledge for the Liberal Studies Curriculum (新高中通識教育科知識增益課程) in the year 2010/11,
 - (ii) developing learning and teaching resources and materials for supporting the promotion of national education through Chinese Language Education, Personal, Social & Humanities Education, etc., and
 - (iii) running cross-border students' and teachers' interflow and exchange activities, which include "Passing on the Torch - National Education Programme Series: National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students" (「薪火相傳」國民教育活動系列「同根同心」—香港初中及高小學生內地交流計畫), "Passing on the Torch: Exploring and Embracing Chinese Culture: National Education Exchange Programme" (「薪火相傳：中華文化探索與承傳」國民教育交流計劃), and "Understanding Our Motherland Programme" (「赤子情、中國心」資助計畫) etc.

Resources allocated for the promotion of national education in the years 2006-07, 2007-08, 2008-09, 2009-10 and 2010-11 are shown below. The additional allocation from the year 2009-10 onward was/will be mainly devoted to running Mainland exchange programmes under the “Passing on the Torch” National Education Platform for the students.

Year	Estimated Expenditure (\$million)
2006-07	5
2007-08	35.3
2008-09	45.9
2009-10	67
2010-11	78.6

(b) In the years 2006-07 to 2009-10, the non-profit making non-governmental organisations commissioned to running Mainland exchange programmes are:

Name of Organisation	Year running the programme			
	2009-10	2008-09	2007-08	2006-07
1. Hong Kong Federation of Education Workers Organisation Limited (香港教育工作者聯會教育機構有限公司)	✓	✓		
2. Hong Kong-GuangDong Youth Exchange Promotion Association (粵港青年交流促進會)	✓	✓		
3. Wofoo Social Enterprises Ltd (和富社會企業有限公司)	✓	✓		
4. Joint Committee for the Promotion of The Basic Law of Hong Kong (香港基本法推介聯席會議)	✓	✓		
5. National Education Centre Limited (國民教育中心有限公司)	✓	✓	✓	✓
6. National Education Services Centre Limited (國民教育服務中心有限公司)	✓	✓		
7. QualiEd Professional and Continuing Education College (滙知專業持續教育書院)	✓			
8. Hok Yau Club (學友社)	✓			
9. The Boys' & Girls' Clubs Association of HK (小童群益會)	✓			
10. New Territories School Heads Association (新界校長會)	✓			
11. The Warehouse Teenage Club Limited (蒲窩青少年中心)	✓			
12. Hong Kong Youth Exchange Promotion United Association Limited (香港青年交流促進聯會)	✓			
13. The Hong Kong Federation of Youth Groups (香港青年協會)	✓			
14. Chinese Language Education Research Association (中國語文研究學會) Known as Primary Chinese Language Education Research Association (小學中國語文研究學會) in 2006/07 - 08/09	✓	✓	✓	✓

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

Number of Secondary Schools and Primary 6 Students Participating in the Secondary School Places Allocation (SSPA) System in 2006/07, 2007/08, 2008/09 and 2009/10 School Years

District	Number of Secondary Schools and Primary 6 Students Participating in SSPA							
	2006/07 school year		2007/08 school year		2008/09 school year		2009/10 school year	
	No. of Schools	No. of Students	No. of Schools	No. of Students	No. of Schools	No. of Students	No. of Schools	No. of Students
Central & Western	11	2 833	11	2 832	11	2 662	11	2 238
Wan Chai	15	2 620	13	2 463	13	2 331	13	2 436
Southern	15	1 835	15	1 783	14	1 683	14	1 640
Eastern	32	4 833	32	4 811	32	4 595	32	4 168
Yau Tsim Mong	16	3 552	16	3 629	15	3 401	15	3 168
Sham Shui Po	26	4 022	24	4 285	23	4 010	22	3 824
Kowloon City	32	6 763	31	6 600	31	6 252	31	5 951
Wong Tai Sin	23	4 634	23	4 453	23	4 073	23	3 907
Kwun Tong	33	6 090	31	6 029	31	5 759	31	5 582
Sai Kung	23	3 525	22	3 647	21	3 412	21	3 239
Sha Tin	41	6 478	40	6 535	40	5 795	40	5 503
Tai Po	23	3 379	23	3 107	22	2 769	19	2 539
North	20	3 959	20	3 875	20	3 451	20	3 360
Yuen Long	37	8 112	37	7 687	36	7 217	36	6 891
Tuen Mun	38	6 317	38	5 978	38	5 420	38	4 846
Tsuen Wan	13	3 010	13	2 954	13	2 709	13	2 602
Kwai Tsing	32	5 433	31	5 202	31	4 909	31	4 790
Islands	9	1 306	8	1 385	8	1 398	7	1 279
Total	439	78 701	428	77 255	422	71 846	417	67 963

Notes :

1. Secondary schools include government, aided, caput, and Direct Subsidy Scheme schools participating in the SSPA System.
2. To determine the order of allocation of subsidised Secondary 1 places under the SSPA System, all of the participating Primary 6 students within each district are divided equally into three allocation bands, with each band consisting of one-third of the total number of students in the district.

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

Reply Serial No.

EDB045

Question Serial No.

1577

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

Programme : (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide information on the approved estimate and revised estimate of the recurrent government expenditure on education and the increase or decrease for 2009-10.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The total approved estimate and revised estimate of the recurrent government expenditure on education for 2009-10 as well as the difference between the two amounts is shown below –

	Approved Estimate \$ million (a)	Revised Estimate \$ million (b)	Revised Estimate over Approved Estimate \$ million (b) – (a)
2009-10	53,817	51,260	-2,557

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 12 March 2010 _____

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

Reply Serial No.

EDB046

Question Serial No.

1578

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

Programme : (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In 2009-10, when the approved estimate is higher than the revised estimate, what will the Government do with the amount of unspent provision for the recurrent government expenditure on education? Will it be redeployed to finance other items of expenditure on education? If so, please state the items and the amount redeployed.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

In 2009-10, we had redeployed some of the unspent provision to finance various education-related initiatives as shown in **Annex**. In accordance with the established mechanism, unspent provision in the estimate automatically lapses after the close of the financial year.

Signature _____

Name in block letters _____ **Raymond H C Wong** _____

Post Title _____ **Permanent Secretary for Education** _____

Date _____ **15 March 2010** _____

**Initiatives implemented through
internal re-deployment of resources
in 2009-10**

	\$ million
a. One-off funding to Vocational Training Council in 2009-10, mainly for special measures to enhance the employability of graduating students	70
b. Additional provision for Project Yi Jin	19
c. Additional provision for implementation of information technology in education strategy	17
d. National education exchange programme for senior secondary students	15
e. Additional provision for maintenance, repairs and minor improvements for aided schools	10
f. To promote internationalisation in the University Grants Committee-funded sector	8
g. One-off grant for the prevention of human swine influenza in schools	8
h. One-off grant for strengthening support to schools for the prevention of human swine influenza under the mitigation phase	7
Total	<hr style="border: 0.5px solid black;"/> 154 <hr style="border: 0.5px solid black;"/>

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

Reply Serial No.

EDB047

Question Serial No.

1579

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

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(6) Vocational Education
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the amount of money returned to the Treasury after the unspent provision for the recurrent government expenditure on education had been redeployed to finance other items of expenditure on education for 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 and 2009-10.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The amount of unspent provisions for the recurrent government expenditure on education in 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 and 2009-10 are shown below-

	Approved Estimate \$ million (a)	Actual Expenditure \$ million (b)	Unspent Provision \$ million (a) – (b)
2004-05	49,975	45,116	4,859
2005-06	49,466	44,527	4,939
2006-07	48,206	44,602	3,604
2007-08	50,416	46,794	3,622
2008-09	51,106	49,863	1,243
2009-10	53,817	51,260	2,557

(revised estimate)

Note: For comparison purpose, the figures have been adjusted to include the financial implications arising from the harmonisation of pre-primary services in 2005-06, the cost-neutral transfers between Policy Area 34: Manpower Development and Policy Area 16: Education due to the re-organisation of the Government Secretariat with effect from 1 July 2007 and the re-alignment of web-related activities under Head 160 Radio Television Hong Kong with effect from 2009-10.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

17 March 2010

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

Reply Serial No.

EDB048

Question Serial No.

1580

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

Programme : (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide information on the approved estimate and revised estimate of the public expenditure on education and the increase or decrease for 2009-10.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The total approved estimate and revised estimate of the public expenditure on education for 2009-10 as well as the difference between the two amounts are shown below –

	Approved Estimate	Revised Estimate	Revised Estimate over Approved Estimate
	\$ million	\$ million	\$ million
	(a)	(b)	(b) – (a)
2009-10	61,665	58,766	-2,899

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 15 March 2010 _____

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

Reply Serial No.

EDB049

Question Serial No.

1581

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

Programme : (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In 2009-10, when the approved estimate is higher than the revised estimate, what will the Government do with the amount of unspent provision for the public expenditure on education? Will it be redeployed to finance other items of expenditure on education? If so, please state the items and the amount redeployed.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

In 2009-10, we had redeployed some of the unspent provision to finance various education-related initiatives as shown in **Annex**. In accordance with the established mechanism, unspent provision in the estimate automatically lapses after the close of the financial year.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 17 March 2010

**Initiatives implemented through
internal re-deployment of resources
in 2009-10**

	\$ million
a. One-off funding to Vocational Training Council in 2009-10, mainly for special measures to enhance the employability of graduating students	70
b. Additional provision for Project Yi Jin	19
c. Additional provision for implementation of information technology in education strategy	17
d. National education exchange programme for senior secondary students	15
e. Additional provision for maintenance, repairs and minor improvements for aided schools	10
f. To promote internationalisation in the University Grants Committee-funded sector	8
g. One-off grant for the prevention of human swine influenza in schools	8
h. One-off grant for strengthening support to schools for the prevention of human swine influenza under the mitigation phase	7
Total	<hr style="border: none; border-top: 1px solid black; margin-bottom: 2px;"/> 154 <hr style="border: none; border-top: 1px solid black; margin-top: 2px;"/>

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

Reply Serial No.

EDB050

Question Serial No.

1582

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

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(6) Vocational Education
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the amount of money returned to the Treasury after the unspent provision for the public expenditure on education had been redeployed to finance other items of expenditure on education for 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 and 2009-10.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The amount of unspent provisions for the total public expenditure on education in 2004-05, 2005-06, 2006-07, 2007-08, 2008-09 and 2009-10 are shown below-

	Approved Estimate \$ million (a)	Actual Expenditure \$ million (b)	Unspent Provision \$ million (a) – (b)
2004-05	60,341	54,451	5,890
2005-06	58,959	54,265	4,694
2006-07	56,809	51,934	4,875
2007-08	57,554	53,825	3,729
2008-09	77,275	74,995	2,280
2009-10	61,665	58,766	2,899

(revised estimate)

Note: For comparison purpose, the figures have been adjusted to include the financial implications arising from the harmonisation of pre-primary services in 2005-06, the cost-neutral transfers between Policy Area 34: Manpower Development and Policy Area 16: Education due to the re-organisation of the Government Secretariat with effect from 1 July 2007 and the re-alignment of web-related activities under Head 160 Radio Television Hong Kong with effect from 2009-10.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

17 March 2010

Economies	Total funding for R&D (% GDP)	Private Sector funding¹ (% GDP)	Public Sector funding (% GDP)
South Korea ⁷	3.47	2.70	0.77
New Zealand ⁸	1.20	0.51	0.69
Singapore ⁹	2.77	1.99	0.78
Switzerland ¹⁰	2.90	2.20	0.69
Taiwan ¹¹	2.62	1.82	0.80
United States ¹²	2.68	2.04	0.65

Note: Figures may not add up owing to rounding. Given that some economies have other minor sources of research funding, the above total R&D funding may be larger than the aggregate of the R&D expenditure incurred by the private and public sectors.

To encourage business organisations to increase their investment in R&D and strengthen their co-operation with R&D institutions, the Legislative Council approved in January 2010 a funding of \$200 million to set up a “R&D Cash Rebate Scheme”. This scheme will be launched in April 2010.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 16 March 2010

⁷ Source: Figure of 2007 from OECD, Main Science and Technology Indicators database, May 2009
⁸ Source: Figure of 2007 from OECD, Main Science and Technology Indicators database, May 2009
⁹ Source: Figure of 2008 from National Survey of R&D in Singapore 2008
¹⁰ Source: Figure of 2004 from OECD, Main Science and Technology Indicators database, May 2009
¹¹ Source: Figure of 2007 from Indicators of Science and Technology Taiwan 2008
¹² Source: Provisional figure of 2007 from OECD, Main Science and Technology Indicators database, May 2009

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

Reply Serial No.

EDB052

Question Serial No.

2227

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding higher education, please provide the university admission rates in Hong Kong, Japan, Taiwan, Singapore, the United States of America and the United Kingdom in the 2009/10 and 2010/11 academic years.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The approved student number targets of publicly-funded first-year-first-degree (FYFD) places in the University Grants Committee (UGC)-funded sector as a percentage of the projected average population of the 17-20 age cohort (participation rate) is 17.1% and 17.4% in the 2009/10 and 2010/11 academic year respectively. If we also take into account the 1 927 and 1 987 publicly-funded senior year undergraduate intake places, the participation rate will be 19.4% and 19.8% for 2009/10 and 2010/11 respectively.

Apart from publicly-funded places, there are also degree places offered by the self-financing sector. Taking into account places offered by the publicly-funded sector and the self-financing sector, the participation rate in the 2009/10 academic year was about 27%. The intake figures for self-financing places for the 2010/11 academic year are not yet available to calculate the overall estimated participation rate for the 2010/11 academic year.

According to information announced by the Ministry of Education, Singapore, the university cohort participation rate¹ of the relevant age cohort admitted to the three publicly-funded universities in Singapore in 2008 was about 25%. Separately, according to information published by the Organisation for Economic Cooperation and Development (OECD), the respective net entry rates² of Japan, the United States of America and the United Kingdom in 2007 were 46%, 65% and 55%, respectively. We do not have the relevant information for Taiwan.

¹ The university cohort participation rate refers to the percentage of Singaporean and permanent resident students per primary one cohort who are admitted to university each year.

² The net entry rate represents the proportion of people of a synthetic age-cohort who enter the tertiary level of education, irrespective of changes in the population size and differences among OECD countries in the typical starting age of tertiary education.

Signature

Name in block letters

Post Title

Date

Raymond H C Wong

Permanent Secretary for Education

12 March 2010

Nature of calls	2008-09	2009-10 (up to Feb 2010)
(i) Stress counselling	50%	55%
(ii) Enquiries	33%	31%
(iii) Expression of views	12%	11%
(iv) Lodging of complaints	5%	3%
Total:	100%	100%

(Note: each caller might request more than one type of services)

Issues of concern	2008-09	2009-10 (up to Feb 2010)
(i) School administration and personnel matters	46%	46%
(ii) Personal problem	15%	20%
(iii) Teachers' terms of employment	10%	10%
(iv) Education policy	9%	8%
(v) Other enquiries	20%	16%
Total:	100%	100%

(Note: each caller might raise more than one issue of concern)

As for cases requiring follow-up actions, we make arrangements for face-to-face counselling, referrals to clinical psychologist or other professional services as appropriate.

- (b) The amount of provision for the Helpline are \$382,000 each for financial year 2008-09 and 2009-10. The Christian Family Service Centre has been commissioned to provide the Helpline service. Two counsellors with academic background in counselling or clinical psychology and with at least 7 years' relevant experience attend to calls and provide counselling service to callers. They have attained Bachelor degree in Social Work and are registered social workers.
- (c) We reviewed the Helpline service in late 2008. We considered that the Helpline counsellors had been providing effective counselling service to the users. Its experienced counsellors had done their best to understand the situation of the callers, help them analyse and manage their problems, and provide them with appropriate counselling services. Callers have been found to be willing to share their problems, views or feelings with the counsellors. We concluded that there was a need to continue to operate the Teachers' Helpline as from early 2009 onwards. We would continue to review the service regularly to ensure its effectiveness in achieving its intended objectives.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

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

Reply Serial No.

EDB054

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

Question Serial No.

2229

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

To rationalise the current situation of bundled sale and purchase of textbooks and teaching materials, the Administration will implement the “debundling” policy and enforce the principle of user-pays so that parents will no longer have to pay for the cost of teaching materials and their financial burden will be alleviated. How much textbook assistance grant is expected to be saved by the Administration in the 2010/011 school year as a result of the implementation of the “debundling” policy?

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

Assistance provided to needy students under the School Textbook Assistance Scheme (STAS) comprises a textbook grant for purchasing essential textbooks and a flat-rate grant to cover miscellaneous school-related expenses. The textbook grant rates are revised annually having regard to the average costs of textbooks in the new school year for various levels of studies from Primary 1 to Secondary 7. Upon the implementation of the “debundling” policy, we will issue school circular to ask schools not to accept teaching materials from publishers as gifts or donations. Publishers may produce these separately for schools’ purchase on a voluntary basis. As for parents, they need only to pay for the costs of their children’s textbooks without having to purchase other resource materials which are not part of the textbooks. In view of the possible savings from this arrangement, the publishers should have room to reduce the textbook prices. It is envisaged that the average costs for purchase of textbooks will drop and hence the textbook grant rate.

We are now discussing with the publishers on the implementation details of the “debundling” policy, including the extent of reduction of textbook prices. At this stage, in the absence of concrete information from publishers regarding the possible level of textbook price reduction, we are not in a position to assess the amount of savings that can be achieved in respect of STAS.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	15 March 2010

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

Reply Serial No.

EDB055

Question Serial No.

2230

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding higher education, please provide a breakdown, by institution and programme, of the tuition fees of self-financing undergraduate programmes in the 2010/11 academic year.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The information for the 2010/11 academic year is not yet available.

The tuition fees of full-time self-financing undergraduate programmes by institution and programme in the 2009/10 academic year are listed at Annex for reference.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

First Year Tuition Fee of Full-time Accredited Self-financing Degree Programme by Institution and Programme, 2009/10

Institution	Programme	2009/10
Chu Hai College of Higher Education	Bachelor of Arts	\$48,000
	Bachelor of Architecture	\$49,500
	Bachelor of Business Administration	\$48,000
	Bachelor of Commerce	\$48,000
	Bachelor of Engineering	\$48,000
	Bachelor of Science	\$48,000
Hong Kong Institute of Technology	Bachelor of Business	\$42,120
	Bachelor of Information Technology	\$42,120
Hong Kong Shue Yan University	Bachelor of Arts	\$49,000
	Bachelor of Business Administration	\$49,000
	Bachelor of Commerce	\$49,000
	Bachelor of Social Work	\$49,000
	Bachelor of Social Sciences	\$49,000
The Hong Kong Institute of Education	Bachelor of Music	\$78,000
The Hong Kong Polytechnic University	BSc (Hons) in Nursing	\$63,000
The Open University of Hong Kong	Bachelor of Arts	\$40,160 - \$42,035
	Bachelor of Business Administration	\$42,035 - \$48,160
	Bachelor of Computing	\$39,000
	Bachelor of Social Sciences	\$41,460 - \$49,600
	Bachelor of Nursing	\$47,000
	Bachelor of Science	\$39,625 - \$52,500
	Bachelor of Education	\$49,410 - \$63,410
	Bachelor of Language	\$41,410
Bachelor of English	\$50,035	

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

Reply Serial No.

EDB056

Question Serial No.

0200

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What were the ratios of kindergarten teachers holding Certificate in Early Childhood Education in private independent kindergartens in the 2008/09 and 2009/10 school years respectively? What were the wastage rates of kindergarten teachers holding Certificate in Early Childhood Education in private independent kindergartens in the same period?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The percentages of kindergarten teachers holding Certificate in Early Childhood Education in local private independent kindergartens in the 2008/09 and 2009/10 school years are 36.2% and 42.7% respectively. The wastage rates of kindergarten teachers holding Certificate in Early Childhood Education in local private independent kindergartens in the 2008/09 and 2009/10 school years are 6.9% and 6.8% respectively.

Note 1: Wastage rate refers to the percentage of teachers of the previous school year who did not serve in kindergartens/kindergarten-cum-child care centres in the 12-month period prior to mid-September of the respective school years.

Note 2: The figures of the 2009/10 school year are provisional.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

11 March 2010

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

Reply Serial No.

EDB058

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

0202

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Language Fund, please provide in tabular form a breakdown, by schools, post-secondary/tertiary institutions, educational bodies, individuals, community organisations and business organisations, of the numbers of projects funded by the Language Fund and the amounts of funding allocated in 2008 and 2009 respectively. What are the estimates for the same in 2010?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The number of projects funded by the Language Fund (breakdown by types of grantee) and the respective expenditure incurred in 2008 and 2009 are as follows:

Types of grantee	No. of projects	Expenditure incurred for the projects in 2008	No. of projects	Expenditure incurred for the projects in 2009
(a) schools	1	191.8	2	132.0
(b) post-secondary/tertiary institutions	2	0.8	2	2.7
(c) educational bodies	5	4.6	5	6.1
(d) individuals	2	63.1	2	25.9
(e) community organisations	3	0.9	3	0.9
(f) business organisations	2	2.9	3	2.9
(g) Others*	6	43.8	7	82.9
Total	21	307.9	24	253.4

* Others include projects implemented by the Government and related organisations.

Since funding applications for some new projects to be implemented in 2010 are being processed and invitation for applications for some other projects will only be issued later this year, we are not able to provide the required projection for 2010 at this stage.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 11 March 2010

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

Reply Serial No.

EDB059

Question Serial No.

0203

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Language Fund, please provide in tabular form a breakdown, by Chinese, English and Putonghua, of the amounts of funding allocated in 2008 and 2009 respectively. What are the estimates for the same in 2010?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The number of projects funded by the Language Fund (breakdown by language type) and the respective expenditure incurred in 2008 and 2009 are as follows:

Language Type	No. of projects	Expenditure incurred for the projects in 2008 (\$ million)	No. of projects	Expenditure incurred for the projects in 2009 (\$ million)
(a) English	6	206.6	8	155.9
(b) Chinese	3	8.4	3	28.1
(c) Putonghua	7	3.1	8	11.3
(d) Cross languages	5	89.8	5	58.1
Total	21	307.9	24	253.4

Since funding applications for some new projects to be implemented in 2010 are being processed and invitation for applications for some other projects will only be issued later this year, we are not able to provide the required projection for 2010 at this stage.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

11 March 2010

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

Reply Serial No.

EDB060

Question Serial No.

0204

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

By using the Language Fund, the Administration intends to introduce or optimise the school-based measures under the English Enhancement Scheme, create an environment conducive to learning English and Putonghua, and roll out school-based after-school support services to assist the learning of the non-Chinese speaking students. Please provide the relevant details, including the tentative timetable, amount of funding and the number of beneficiaries, etc.

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

We propose to inject \$500 million into the Language Fund to further upgrade our biliterate and trilingual proficiency. The initial proposals and the preliminary estimated expenditure are as follows:

Measures	Estimated expenditure (\$ million)
(a) Providing additional resources to secondary schools to facilitate their introducing or optimising the school-based measures under the English Enhancement Scheme	320
(b) Creating a facilitating language learning environment for students	50
(c) Enhancing the after-school extended Chinese learning for non-Chinese speaking students	80
(d) Raising workplace language (English and Putonghua) proficiency	30
(e) Strengthening research projects on language education	20
TOTAL	500

The detailed arrangements for the above proposals, including the implementation timetable, the scope of projects, and the exact funding allocation to various projects etc, will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research. Hence, the total number of persons to be benefitted from the above measures cannot be provided at this stage.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 11 March 2010 _____

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

Reply Serial No.

EDB062

Question Serial No.

1463

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the ratios of local to non-local students in sub-degree, degree and postgraduate programmes in the past three academic years (i.e. 2007/08 to 2009/10) and what are the expected ratios in the 2010/11 academic year? Regarding the non-local students, what are the respective percentages of students from the Mainland and the rest of Asia?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The ratio of local and non-local students in University Grants Committee (UGC)-funded sub-degree (SD), undergraduate degree (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes in the 2007/08 to 2009/10 academic years are as follows –

Local/Non-local student ratio	2007/08		2008/09		2009/10*	
	Local	Non-local	Local	Non-local	Local	Non-local
SD programmes	99.99%	0.01%	99.93%	0.07%	99.92%	0.08%
Ug programmes	92.54%	7.46%	91.30%	8.70%	90.83%	9.17%
TPg programmes	98.05%	1.95%	98.53%	1.47%	98.53%	1.47%
RPg programmes#	45.08%	54.92%	40.61%	59.39%	35.42%	64.58%

* Provisional figures.

Research postgraduate figures include only students funded by UGC within their normal study periods.

The figures for the 2010/11 academic year are not yet available as the institutions have yet to complete the recruitment process.

The respective percentages of students from the Mainland and other Asian countries

among all non-local students in UGC-funded SD, Ug, TPg and RPg programmes in the 2007/08 to 2009/10 academic years are given in the table below.

Level of study	Place of origin[@]	2007/08	2008/09	2009/10*
SD programmes	The Mainland of China	100.0%	40.0%	33.3%
	Other Asian countries	Nil	20.0%	33.3%
Ug programmes	The Mainland of China	91.9%	90.8%	87.9%
	Other Asian countries	5.5%	6.0%	8.4%
TPg programmes	The Mainland of China	63.6%	67.2%	66.0%
	Other Asian countries	21.6%	22.4%	22.6%
RPg programmes#	The Mainland of China	94.1%	93.9%	93.8%
	Other Asian countries	3.4%	3.3%	3.6%

[@] The place of origin for non-local students refers to their nationality.

* Provisional figures.

Research postgraduate figures include only students funded by UGC within their normal study periods.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 16 March 2010

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

Reply Serial No.

EDB063

Question Serial No.

1465

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The total number of kindergarten students in the 2009/10 school year is 140 700 which is more than that in the 2008/09 school year, i.e. 137 600. However, the number of students joining the Pre-primary Education Voucher Scheme (PEVS) in the 2009/10 school year is only 116 600 which is less than that in the 2008/09 school year, i.e. 117 900. What are the reasons? Has the Administration conducted any review to see whether it is because more and more parents find that PEVS cannot meet their needs and its popularity is decreasing? Why does the Administration expect that the number of students joining PEVS will increase to 121 000 in the 2010/11 school year?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The estimated number of kindergarten students joining the Pre-primary Education Voucher Scheme (PEVS) in the 2009/10 school year has made reference to the projected enrolment provided by kindergartens under the PEVS at the beginning of the school year. The change as compared to the 2008/09 school year is considered not significant and does not suggest that the PEVS cannot meet parents' need. Nevertheless, a working group (WG) has been set up under the Education Commission (EC) to review the implementation of the PEVS. The WG plans to submit a report to the EC by the last quarter of 2010, after which recommendations would be submitted by the EC to the Administration. In making the projection on number of students joining the PEVS in the 2010/11 school year, the EDB has made reference to the proportion of students joining the PEVS in the previous years and the projected student population in kindergartens.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB064

Question Serial No.

1466

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme in the 2008/09 and 2009/10 school years, what are the respective numbers of kindergartens with half-day and whole-day classes? Among the students participating in the Pre-primary Education Voucher Scheme in the same period, what are the respective numbers of students attending half-day and whole-day kindergarten classes?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

Among the non-profit-making (NPM) kindergartens (KG) participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2008/09 and 2009/10 school years (sy), the numbers of KG with half-day and whole-day KG classes are as follows:

Numbers of NPM KG participating in PEVS	2008/09 sy	2009/10 sy
with half-day classes only	168	156
with both half-day and whole-day classes	375	380
with whole-day classes only	233	226

The numbers of students under PEVS attending half-day and whole-day KG classes in NPM KG participating in PEVS in the 2008/09 and 2009/10 sy are as follows:

Numbers of students under PEVS attending classes in NPM KG participating in PEVS	2008/09 sy (Note 1)	2009/10 sy (Note 2)
attending half-day classes	81 960	83 731
attending whole-day classes	32 520	33 464

Note 1: Position as at end of the 2008/09 school year.

Note 2: Provisional figures as at mid-September 2009. The figures refer to the total number of enrolment in these KG, including students not under PEVS. The actual number of students under PEVS in the 2009/10 school year would be available at the end of the school year.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 16 March 2010

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

Reply Serial No.

EDB065

Question Serial No.

1467

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding higher education, i.e. the University Grants Committee-funded institutions, the Hong Kong Institute of Education and the Open University of Hong Kong, what were the financial provisions for 2007-08, 2008-09 and 2009-10 and what is the estimated provision for 2010-11? What are the year-on-year changes of the provisions? What is the respective unit cost of each subsidised place?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The financial provision on higher education for the University Grants Committee (UGC)-funded institutions (including the Hong Kong Institute of Education (HKIEd)) and the Open University of Hong Kong (OUHK) comprises recurrent expenditure, non-recurrent and capital expenditure under General Revenue Account, capital expenditure under Capital Works Reserve Fund (mainly for capital works projects) and Loan Fund.

As the expenditure under Capital Works Reserve Fund and Loan Fund fluctuates considerably year to year, we consider it more meaningful to base our analysis on recurrent expenditure, non-recurrent and capital expenditure under the General Revenue Account only. The information required (rounded to the nearest \$5 million) is as follows –

	2007-08 Actual	2008-09 Actual	Change over 2007-08	2009-10 Revised Estimate	Change over 2008-09	2010-11 Estimate	Change over 2009-10 Revised Estimate
	\$ million	\$ million		\$ million		\$ million	
Higher* Education	12,235	30,375 [#]	+18,140	11,565	-18,810	11,985	+420

* Including provision for teacher training provided by UGC-funded institutions

The increase in expenditure in 2008-09 is mainly due to the establishment of the \$18 billion Research Endowment Fund.

The respective unit cost of each subsidised place in the 2007/08, 2008/09 and 2009/10 academic years for the UGC-funded institutions, the HKIEd and the OUHK are set out below –

	Unit Cost ¹		
	2007/08	2008/09	2009/10
	Actual	Actual	Revised Estimate
	\$	\$	\$
UGC-funded institutions ²	208,100	212,800	216,900
HKIEd ²	151,300	156,500	147,900
OUHK ³	44,925	41,399	42,180

Note

1. Given that the number of places for the 2010/11 academic year is not available, we are not able to provide the unit cost for the 2010/11 academic year.
2. The extra non-recurrent funding for the Research Endowment Fund, One-off Special Equipment Replacement Grant, Matching Grant Scheme, scholarship scheme for outstanding Mainland students and HKSAR Government Scholarship Fund have not been included. The unit cost figures for UGC-funded institutions (calculated on a full-time-equivalent basis) include those for the HKIEd.
3. The Open University of Hong Kong is a self-financing institution to which Government provides only reimbursement of rates and government rent. The unit cost figures are provided by the University which include its expenses on rates and government rent but exclude the capital grant for establishing a Centre for Innovation.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 11 March 2010

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

Reply Serial No.

EDB066

Question Serial No.

1468

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
 (3) Secondary Education
 (5) Other Educational Services and Subsidies
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What were the provisions for pre-primary, primary, secondary and tertiary education for the past three years and what is the estimated provision for each of the above for the coming year (i.e. from 2007-08 to 2010-11)? What is the change between the years?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The financial provisions on pre-primary, primary, secondary and tertiary education comprises recurrent expenditure, non-recurrent and capital expenditure under General Revenue Account, capital expenditure under Capital Works Reserve Fund (mainly for capital works projects) and Loan Fund.

As the expenditure under Capital Works Reserve Fund and Loan Fund fluctuates considerably year to year, we consider it more meaningful to base our analysis on recurrent expenditure, non-recurrent and capital expenditure under the General Revenue Account only. The information required (rounded to the nearest \$5 million) is as follows –

	2007-08 Actual	2008-09 Actual	Change over 2007-08	2009-10 Revised Estimate	Change over 2008-09	2010-11 Estimate	Change over 2009-10 Revised Estimate
	\$ million	\$ million		\$ million		\$ million	
Pre-primary	1,710	2,155	+445	2,255	+100	2,490	+235
Primary	10,745	11,200	+455	11,395	+195	11,595	+200
Secondary	17,720	19,630	+1,910	20,230	+600	20,950	+720
Tertiary Education*	14,520	31,755 [#]	+17,235	13,350	-18,405	13,970	+620

* Expenditure on tertiary education covers higher education offered by the University Grants Committee (UGC)-funded institutions (including the Hong Kong Institute of Education) and the Open University of Hong Kong; and student financial assistance administered by Student Financial Assistance Agency.

[#] The increase in expenditure in 2008-09 is mainly due to the establishment of the \$18 billion Research Endowment Fund.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 12 March 2010 _____

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB067

Question Serial No.

0333

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please list out information about the subvention provided by the Education Bureau to Schools for Social Development (SSD) in the past two years as well as this financial year (i.e. from 2008-09 to 2010-11), including school expenditures, enrolment figures, student/teacher ratios and the average amount of subvention per student per month for each year.

Asked by : Hon. LAU Kong-wah

Reply :

The enrolments and student-to-teacher ratios of schools for social development (SSD) for the 2008/09, 2009/10 and 2010/11 school years are as follows:

School Year	Enrolment (as at 15 September)	Student-to-teacher ratio*
2008/09	770	5.8 to 1
2009/10	757	5.5 to 1
2010/11 (projected)	800	5.5 to 1

* School heads are not included.

The actual subvention for SSD in the 2008-09 financial year was about \$102 million. The actual subvention for these schools in the 2009-10 and 2010-11 financial years is not yet available.

The provision of subvention for these schools is on an annual basis. As SSD admit students throughout the year, their student enrolments vary across months. Hence, we are unable to provide information on the average subvention per student per month.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 11 March 2010

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

Reply Serial No.

EDB068

Question Serial No.

0334

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The continued implementation of School Self Evaluation and External School Reviews will greatly increase teachers' workload and pressure. Will the Education Bureau provide schools with funding for appointment of additional teaching assistants and information technology technicians to assist teachers in non-teaching activities?

Asked by : Hon. PAN Pey-chyou

Reply :

School self evaluation (SSE) is an integral part of school development planning that helps schools identify their strengths and areas for improvement and prioritize their work. The External School Review (ESR) would provide further feedback on effective and efficient management of schools as well as priority setting which would help reduce their workload. The Education Bureau (EDB) has been working closely with schools and responded to teachers' concerns about workload and pressure generated by SSE and ESR by streamlining procedures. In the current cycle of ESR which started in the 2008/09 school year, ESR has become more school specific and focused. Schools only need to have their existing School Development Plans, Annual School Plans and School Reports ready for ESR, which are working documents readily available. There is no need for them to prepare other extra documents for the purpose of ESR. The EDB will keep close communication with schools to clarify their concerns and avoid their over-preparation for ESR.

The EDB has all along been providing support to schools to alleviate teachers' workload and pressure through the provision of grants and the streamlining of administrative procedures. Under the spirit of school-based management, schools are given the funding flexibility to deploy resources for employment of additional staff or procurement of services to meet their individual needs.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB071

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

2716

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under "Matters Requiring Special Attention in 2010-11", it is stated that the Education Bureau will "continue to provide subsidy to schools for operating school-based after-school learning and support programmes for needy students". In this connection, will the Government inform the Committee of:

- (a) the total number of primary schools, by district, which have applied under the programmes, and among them the number of primary schools which have successfully applied for the subsidy, as well as the number of students benefited.
- (b) whether any primary school has failed to obtain the funding, and the reasons, if any.
- (c) the criteria for determining the amount of cash grant to successful primary schools, and the average amount of cash grant received by these schools.
- (d) the average participation and completion rates of relevant school-based projects for participating primary schools, and the number of participating students from families receiving Comprehensive Social Security Assistance (CSSA).

Asked by : Hon. PAN Pey-chyou

Reply :

- (a) 414 primary schools in the public sector and under the Direct Subsidy Scheme have applied and have been provided with the school-based grant for 64 690 eligible needy students under the School-based After-school Learning and Support Programmes in 2009-10. A breakdown of the schools and students by district is at the Annex.
- (b) All applicant schools have been approved for provision of the school-based grant under the Programmes.
- (c) Currently, the amount of school-based grant is calculated at a rate of \$200 per student for students from families in receipt of the Comprehensive Social Security Assistance (CSSA) or recipients of full grant under the Student Financial Assistance Scheme. Starting from 2010-11, the rate will be increased to \$400. In 2009-10, the average school-based grant for each primary school is about \$31,300.
- (d) The number of participating primary students (in terms of man-times) for 2009-10 has yet to be finalised. The number of primary students eligible for the school-based grant in 2009-10 was about 64 690 and about 36 230 are students from families in receipt of the CSSA. Each eligible primary student completed, on average, about 2.3 activities in 2008-09.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

17 March 2010

School-based After-school Learning and Support Programmes
Number of Primary Schools in receipt of the School-based Grant
by District in 2009-10

District	No. of Primary Schools	No. of Eligible Students
Central and Western	14	770
Eastern	19	1 870
Islands	14	2 150
Southern	13	1 320
Wan Chai	6	480
Kowloon City	17	1 410
Kwun Tong	31	6 880
Sai Kung	22	3 100
Sham Shui Po	21	4 890
Wong Tai Sin	26	4 210
Yau Tsim Mong	19	2 640
North	28	4 810
Sha Tin	35	4 370
Tai Po	20	2 350
Kwai Tsing	31	6 740
Tuen Mun	37	5 400
Tsuen Wan	17	2 120
Yuen Long	44	9 180
Total :	414	64 690

Remarks : The primary schools above refer to schools offering solely the primary curriculum. Since it is not uncommon for special schools to offer both primary and secondary curriculum, the figures do not include 44 special schools with about 2 140 eligible students. The average school-based grant for each special school in 2009-10 is about \$9,730.

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

Reply Serial No.

EDB072

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

2717

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under "Matters Requiring Special Attention in 2010-11", it is stated that the Education Bureau will "continue to provide subsidy to schools for operating school-based after-school learning and support programmes for needy students". In this connection, will the Government inform the Committee of:

- (a) the total number of secondary schools, by district, which have applied under the programmes, and among them the number of secondary schools which have successfully applied for the subsidy, as well as the number of students benefited.
- (b) whether any secondary school has failed to obtain the funding, and the reasons, if any.
- (c) the criteria for determining the amount of cash grant to successful secondary schools, and the average amount of cash grant received by these schools.
- (d) the average participation and completion rates of relevant school-based projects for participating secondary schools, and the number of participating students from families receiving Comprehensive Social Security Assistance (CSSA).

Asked by : Hon. PAN Pey-chyou

Reply :

- (a) 397 secondary schools in the public sector and under the Direct Subsidy Scheme have applied and have been provided with the school-based grant for 100 870 eligible needy students under the School-based After-school Learning and Support Programmes in 2009-10. A breakdown of the schools and students by district is at the Annex.
- (b) All applicant schools have been approved for provision of the school-based grant under the Programmes.
- (c) Currently, the amount of school-based grant is calculated at a rate of \$200 per student for students from families in receipt of Comprehensive Social Security Assistance (CSSA) or recipients of full grant under the Student Financial Assistance Scheme. Starting from 2010-11, the rate will be increased to \$400. In 2009-10, the average school-based grant for each secondary school is about \$50,800.
- (d) The number of participating secondary students (in terms of man-times) for 2009-10 has yet to be finalised. The number of secondary students eligible for the school-based grant in 2009-10 was about 100 870 and about 56 500 are students from families in receipt of the CSSA. Each eligible secondary student completed, on average, about 2.2 activities in 2008-09.

Signature

Name in block letters

Post Title

Date

Raymond H C Wong

Permanent Secretary for Education

17 March 2010

School-based After-school Learning and Support Programmes
No. of Secondary Schools in receipt of School-based Grant
by District in 2009-10

District	No. of Secondary Schools	No. of Eligible Students
Central and Western	5	510
Eastern	26	4 270
Islands	9	2 600
Southern	14	2 250
Wan Chai	10	1 070
Kowloon City	25	4 890
Kwun Tong	33	10 710
Sai Kung	23	6 010
Sham Shui Po	24	6 280
Wong Tai Sin	22	6 770
Yau Tsim Mong	16	3 630
North	19	5 800
Sha Tin	40	8 290
Tai Po	22	4 850
Kwai Tsing	30	9 760
Tuen Mun	34	8 230
Tsuen Wan	9	2 280
Yuen Long	36	12 670
Total :	397	100 870

Remarks : The secondary schools above refer to schools offering solely the secondary curriculum. Since it is not uncommon for special schools to offer both primary and secondary curriculum, the figures do not include 44 special schools with about 2 140 eligible students under the school-based grant. The average school-based grant for each special school in 2009-10 is about \$9,730.

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

Reply Serial No.

EDB075

Question Serial No.

0370

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please list out the numbers of places and actual enrolment of full-time courses offered for Secondary 3 school leavers in the 2007/08 to 2010/11 academic years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of planned places and actual enrolment for the Vocational Training Council's full-time post-secondary 3 courses in the academic years from 2007/08 to 2010/11 are as follows -

2007/08		2008/09		2009/10		2010/11
Planned Places	Actual Enrolment	Planned Places	Actual Enrolment	Planned Places	Enrolment	Planned Places
4 700	4 788	5 300	5 138	5 020	5 000#	5 600

Projected figure only as some courses adopt staggered intake during the year and the actual enrolment figure will only be available at the end of the academic year.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

11 March 2010

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

Reply Serial No.

EDB076

Question Serial No.

0371

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown of the numbers of places of full-time and part-time certificate, diploma and higher diploma programmes offered for post-secondary 5, 7 leavers in 2008/09 to 2010/11 academic years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of planned places of the Vocational Training Council courses offered for post-secondary 5 and post-secondary 7 leavers during the academic years from 2008/09 to 2010/11 are as follows —

	2008/09 Planned Places	2009/10 Planned Places	2010/11 Planned Places
Full-time	41 200	42 250	41 860
Part-time	12 800	13 110	13 110

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

11 March 2010

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

Reply Serial No.

EDB078

Question Serial No.

0373

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown of the teacher-student ratios of various types of courses offered in the 2008/09 to 2010/11 academic years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The member institutions under the Vocational Training Council (VTC) share resources in many aspects, and depending on the operational needs, teaching staff may be deployed to different operation units. As a whole, the student-to-teacher ratio of VTC's member institutions, including the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, School of Business and Information Systems, Youth College and the Training and Development Centres, is about 21.1:1 in the 2008/09 academic year and 20.5:1 in the 2009/10 academic year respectively. The ratio in the 2010/11 academic year is expected to remain at a similar level.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB079

Question Serial No.

0374

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please advise the increases/decreases in financial provision for the Vocational Training Council in the 2008/09 to 2010/11 academic years. What are the items and amounts of provision related to the new senior secondary academic structure?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The financial provisions for the Vocational Training Council (VTC) in respect of vocational education for the financial years from 2008-09 to 2010-11 are tabulated below -

	<u>2008-09</u> (Actual) \$M	<u>2009-10</u> (Revised Estimate) \$M	<u>2010-11</u> (Estimate) \$M
Financial Provision	1,634.6	1,746.3 (+6.8%)	1,696.5 (-2.9%)*

* The decrease in 2010-11 is mainly due to the price adjustment of subvention to VTC on the basis of the 2009 pay adjustment and lower cash flow requirement for non-recurrent and capital items for VTC.

The provision earmarked for VTC to plan and implement a new academic and training structure to dovetail with the New Senior Secondary (NSS) academic structure in the financial years 2008-09, 2009-10 and 2010-11 are \$4.8 million, \$9.8 million and \$7.2 million respectively.

In alignment with developments of the NSS academic structure, the curricula of VTC's post Secondary 3 pre-employment courses have been revamped with the introduction of the Diploma in Vocational Education (DVE) programme for school leavers at Secondary 3, Secondary 4, Secondary 5 levels, with multi-entries-multi-exits. Separately, a new structure of higher diploma programmes for Secondary 6 leavers is being planned for launching in 2012. Both programmes will include industry-specific knowledge and skills, as well as generic skills with enriched elements for enhancement of language proficiency, whole person development, environmental awareness and employability and career development in the Mainland.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

11 March 2010

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

Reply Serial No.

EDB081

Question Serial No.

0376

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please list out any increase/decrease and the percentage change in the tuition fees for different types of courses offered in the 2010/11 academic year.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The tuition fees for Vocational Training Council's subvented programmes in the 2010/11 academic year will be maintained at the same level as in the 2009/10 academic year.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB084

Question Serial No.

0379

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the numbers of teaching and non-teaching posts under a contract period of less than one year and less than half a year respectively in the 2007/08 to 2010/11 academic years? Please also advise their respective ratios in the total number of staff.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of the Vocational Training Council staff engaged on contract terms for periods of less than 1 year during the period from the 2007/08 to 2009/10 academic year are as follows, the percentages in parenthesis represent the ratio of the staff types in all staff.

Academic Year	Contract of less than 6 months		Contract of period between 6 months to one year		All Staff		
	Academic & Instructing Staff	Others	Academic & Instructing Staff	Others	Academic & Instructing Staff	Others	Total
2007/08	32 (0.6%)	54 (1.1%)	322 (6.4%)	157 (3.1%)	2 524	2 474	4 998
2008/09	30 (0.6%)	71 (1.3%)	121 (2.3%)	99 (1.9%)	2 658	2 655	5 313
2009/10	23 (0.4%)	37 (0.7%)	232 (4.1%)	132 (2.3%)	2 787	2 874	5 661

The level of staffing in the 2010/11 academic year is expected to be broadly similar to that in 2009/10.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 11 March 2010 _____

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

Reply Serial No.

EDB085

Question Serial No.

0380

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the numbers of staff who have been continuously employed for six years or more but have yet to be offered substantive appointment in the 2007/08 to 2010/11 academic years. What is the greatest number of times of contract renewal and what is the longest duration of such employment?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The Vocational Training Council (VTC) has since 1999 recruited its staff mainly on agreement terms for specified periods. Where there is a continued operational need for the engagement of a staff member with satisfactory performance, his/her contract will be renewed for a further specified period. The numbers of VTC staff on agreement terms during the academic years from 2007/08 to 2010/11 who have served / will have served for more than 6 years are as follows —

Year	No. of staff on agreement terms with more than 6 years service	Longest serving agreement staff	
		Years of service	Contract renewal
2007/08	165	11 Years	5 times
2008/09	198	12 Years	6 times
2009/10	217	13 Years	6 times
2010/11 (Estimate)	299	14 Years	7 times

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB086

Question Serial No.

0381

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

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the staff wastage rates of the Vocational Training Council (VTC) and its member institutions such as the senior secondary school, Institute of Vocational Education, School of Business and Information Systems, etc. in the 2007/08 to 2009/10 academic years with respect to staff on contract and those on substantive appointment respectively?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The staff wastage rates of the Hong Kong Institute of Vocational Education (IVE), School of Business and Information Systems (SBI), Yeo Chei Man Senior Secondary School (SSS) and other units in the Vocational Training Council during the academic years from 2007/08 to 2009/10 are as follows —

Wastage Rate *											
Period	IVE		SBI		SSS		Other Units		Total		
	Super-annuable	Agreement	Super-annuable	Agreement	Super-annuable	Agreement	Super-annuable	Agreement	Super-annuable	Agreement	Total
2007/08	1.7%	3.1%	0.0%	5.7%	0.0%	26.1%	1.5%	5.7%	1.5%	4.5%	6.1%
2008/09	2.1%	2.7%	0.0%	5.8%	0.0%	13.2%	1.8%	3.3%	1.9%	3.1%	5.0%
2009/10	1.4%	2.4%	0.0%	1.9%	0.0%	13.5%	1.0%	3.1%	1.1%	2.8%	3.9%

* The wastage percentages represent the numbers of staff leaving the service (mainly due to retirement, resignation or completion of contracts) as compared to the total numbers of staff in the respective units.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 15 March 2010 _____

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

Reply Serial No.

EDB087

Question Serial No.

0382

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What were the respective numbers, rates of change and unit costs of subvented sub-degree places and self-financed sub-degree places in the 2007/08 to 2010/11 academic years?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers and unit costs of full-time subvented and self-financed sub-degree (Higher Diploma) places offered by the Vocational Training Council during the academic years from 2007/08 to 2010/11 are as follows —

Type of Courses	Academic Year							
	2007/08		2008/09		2009/10		2010/11	
	Student Places (Actual)	Unit Cost	Student Places (Actual)	Unit Cost	Student Places (Provisional)	Unit Cost	Student Places (Planned)	Unit Cost
Subvented	18 180	\$58,100	19 570 (+7.6%)	\$61,700	20 100 (+2.7%)	\$62,800	19 000 (-5.5%)	\$64,000
Self-financed	15 057	\$34,280	15 431 (+2.5%)	\$37,500	14 420 (-6.5%)	\$39,100	13 620 (-5.5%)	\$40,000

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 11 March 2010

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

Reply Serial No.

EDB088

Question Serial No.

0384

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What were the respective numbers of graduates of the Hong Kong Institute of Vocational Education and the School of Business and Information Systems under the Vocational Training Council proceeding to a bachelor's degree as a first-year student at a publicly-funded institution, to a bachelor's degree as a second-year student, to a self-financed bachelor's degree, to a top-up degree jointly offered by local and overseas institutions and to a top-up degree overseas in the 2007/08 to 2009/10 academic years?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of graduates of the Hong Kong Institute of Vocational Education, Hong Kong Design Institute and the School of Business Information Systems under the Vocational Training Council who pursued further studies of degree programmes during the academic years from 2007/08 to 2008/09 are as follows –

Type of Programmes	2007/08	2008/09
1. Publicly-funded degree courses (including year 1 & year 2)	457	473
2. Self-financed degree courses	319	670
3. Top up degree courses jointly organised with local / overseas universities	992	1 418
4. Overseas studies at universities	101	138
5. Others (types of tertiary institutions not revealed)	85	26
Total	1 954	2 725

The 2009/10 survey on the destinations of graduates is being undertaken, and data are not yet available.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

11 March 2010

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

Reply Serial No.

EDB089

Question Serial No.

1746

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :
700 General Non-recurrent

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown, by school type, school district and school sponsoring body, of the numbers of schools which had established an incorporated management committee (IMC), the percentages of aided IMC schools among all aided schools, and the amounts of grant provided by the Administration for the establishment of IMCs in aided schools for the 2007/08, 2008/09 and 2009/10 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

As at 1 March 2010, there are 431 aided schools operated under 153 school sponsoring bodies (SSBs) which have set up their incorporated management committee (IMC). The number of IMC schools under individual SSBs ranges from one to 35. The percentages of aided IMC schools among all aided schools in the 2007/08, 2008/09 and 2009/10 (as at 1 March 2010) school years are 39.9%, 48.7% and 50.7% respectively. The numbers of aided IMC schools by district and category in the 2007/08, 2008/09 and 2009/10 school years are at Appendix.

The actual expenditure in 2007-08, 2008-09 and the revised estimated expenditure in 2009-10 for supporting schools to set up their IMC are \$84.8 million, \$54.9 million and \$42.4 million respectively.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 12 March 2010

Number of Aided Schools with an Incorporated Management Committee (IMC) by District and Category

District	2007/08 School Year (as at 31 August 2008)				2008/09 School Year (as at 31 August 2009)				2009/10 School Year (as at 1 March 2010)			
	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total
Central & Western	1	1	0	2	1	4	0	5	1	4	0	5
Eastern	10	10	0	20	11	12	1	24	11	12	1	24
Islands	3	8	1	12	5	8	1	14	4	8	1	13
Kowloon City	7	6	0	13	8	6	0	14	8	6	0	14
Kwai Tsing	14	12	5	31	18	13	5	36	18	13	5	36
Kwun Tong	6	11	2	19	8	13	3	24	8	13	3	24
North	10	15	2	27	11	19	2	32	11	19	2	32
Sai Kung	13	12	0	25	13	12	2	27	13	12	2	27
Sham Shui Po	5	5	3	13	6	5	5	16	6	5	5	16
Sha Tin	16	19	3	38	19	22	3	44	20	22	3	45
Southern	4	1	1	6	4	2	2	8	4	3	2	9
Tai Po	8	9	4	21	12	10	4	26	12	10	4	26
Tsuen Wan	6	7	0	13	6	9	0	15	7	9	0	16
Tuen Mun	20	23	0	43	25	25	3	53	25	26	3	54
Wan Chai	1	5	0	6	1	5	2	8	1	5	2	8
Wong Tai Sin	8	7	0	15	9	7	1	17	10	7	1	18
Yau Tsim Mong	2	6	1	9	2	6	1	9	2	6	1	9
Yuen Long	15	28	1	44	17	34	3	54	18	34	3	55
<i>Total number of Aided IMC Schools</i>	<i>149</i>	<i>185</i>	<i>23</i>	<i>357</i>	<i>176</i>	<i>212</i>	<i>38</i>	<i>426</i>	<i>179</i>	<i>214</i>	<i>38</i>	<i>431</i>

Note: The above table only shows the number of aided IMC schools. There are also 15 DSS schools with an IMC as at 1 March 2010.

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

Reply Serial No.

EDB090

Question Serial No.

1747

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :
700 General Non-recurrent

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question:

As some individual school sponsoring bodies have firmly rejected the formation of an incorporated management committee (IMC), what policies will be adopted by the Administration to ensure that all aided schools in the territory will set up an IMC in accordance with the law?

Asked by : Hon. CHEUNG Man-kwong

Reply :

We have put in place a number of measures to help schools set up their Incorporated Management Committees (IMCs). These measures include:

- organising seminars, briefings and sharing sessions to advise schools on the preparatory work for setting up the IMC, to share good practices and to answer enquiries;
- preparing guidelines, references and manuals for handling IMC-related matters, such as the manager election guides, Guide to Financial Management, Change-over Manual, sample IMC constitutions and School Managers' Handbook;
- visiting schools and meeting school sponsoring bodies to explain the benefits of IMC and offer advice on how to tackle their difficulties;
- organising manager training programmes to familiarise participants with the various aspects of school management and help managers perform their roles more effectively;
- providing a one-off cash grant of \$350,000 to help schools make preparatory work; and
- taking out an IMC Liability Insurance Policy to further protect the management liability of IMCs and their managers.

We shall continue to liaise with individual school sponsoring body which anticipates difficulties in setting up the IMC and offer our assistance to resolve its problems.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB091

Question Serial No.

1748

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :
700 General Non-recurrent

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question:

The Administration has approved a commitment of \$350 million for providing a grant for establishment of incorporated management committee in aided schools. After deducting the revised estimated expenditure for 2009-10, there is a remaining balance of \$184.1 million. How will the Administration make use of the remaining balance?

Asked by : Hon. CHEUNG Man-kwong

Reply :

An amount of \$350 million was earmarked in 2005 for the disbursement of a one-off grant of \$350,000 to each school to facilitate its setting up of the Incorporated Management Committee (IMC). As at 1 March 2010, about 46% of the aided schools have yet to submit their draft IMC constitutions and the balance of \$184.1 million will be used for the disbursement of the one-off grant to support these schools in setting up their IMCs.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

**Number of Non-Chinese speaking students
by level and by grade in the 2007/08, 2008/09 and 2009/10 school years**

Level	Grade	2007/08 school year	2008/09 school year	2009/10 school year
Pre-primary (K1 to K3)	K1	3153	3500	3465
	K2	3371	3855	3671
	K3	2718	2859	2877
	K1-K3	9242	10214	10013
Primary (Primary 1 – 6)	P1	1011	1034	1116
	P2	1065	1024	1066
	P3	1006	1122	1052
	P4	954	1035	1163
	P5	825	991	1066
	P6	722	828	1017
	P1-P6	5583	6034	6480
Secondary (Secondary 1 – 7)	S1	804	970	1099
	S2	706	820	976
	S3	642	715	802
	S4	556	583	692
	S5	325	483	519
	S6	136	166	179
	S7	103	105	139
	S1-S7	3272	3842	4406

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and under-graduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. The concerned institutions do not normally require course applicants to indicate their ethnic origin or first language. Hence, comprehensive statistics on the number of NCS students receiving tertiary education are not available.
6. Regarding the unit cost, the provision of teachers and grants to public-sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for. In the case of supporting the teaching and learning of the NCS students, the difference in funding is mainly in the provision of an annual special grant for designated schools for NCS students ranging from \$300,000 and \$600,000. Taking a notional school with a total of 24 classes and a class size of 40 and 30 in secondary and primary schools respectively, the difference in unit cost between designated schools and other schools in this regard will be ranging from about \$313 to \$625 for secondary schools and \$417 to \$833 for primary schools.

**Name of designated schools,
number of NCS students by grade,
and amount of special grant received by the schools
in the 2007/08, 2008/09 and 2009/10 school years**

No.	Name of designated school	School year	Number of NCS students							Amount of special grant (\$)
			P1	P2	P3	P4	P5	P6	Total	
Primary schools										
1	CNEC Ta Tung School	2007/08	13	11	20	12	5	3	64	300,000
		2008/09	8	13	10	21	11	4	67	500,000
		2009/10	9	5	12	9	19	11	65	500,000
2	Islamic Primary School	2007/08	49	56	68	88	39	56	356	300,000
		2008/09	50	49	69	75	103	36	382	600,000
		2009/10	51	53	61	67	72	109	413	600,000
3	Tsing Yi Trade Association Primary School	2007/08	-	-	-	-	-	-	-	-
		2008/09	11	8	7	3	5	1	35	400,000
		2009/10	11	11	7	6	2	5	42	400,000
4	Yuen Long Long Ping Estate Tung Koon Primary School	2007/08	30	17	1	3	0	1	52	300,000
		2008/09	38	31	21	15	2	0	107	600,000
		2009/10	48	38	31	27	23	2	169	600,000
5	Sir Ellis Kadoorie (Sookunpo) Primary School	2007/08	59	92	122	154	135	149	711	300,000
		2008/09	65	60	90	124	151	134	624	600,000
		2009/10	50	70	59	86	117	151	533	600,000
6	Jordan Road Government Primary School	2007/08	4	6	10	5	0	1	26	300,000
		2008/09	15	8	9	16	9	6	63	500,000
		2009/10	16	17	6	18	19	17	93	600,000
7	Li Cheng Uk Government Primary School	2007/08	71	121	121	127	122	126	688	300,000
		2008/09	48	71	120	121	125	124	609	600,000
		2009/10	107	61	77	119	119	128	611	600,000
8	Chiu Sheung School, Hong Kong	2007/08	6	13	2	3	2	1	27	300,000
		2008/09	38	22	18	2	3	2	85	500,000
		2009/10	43	41	29	19	1	3	136	600,000
9	Li Sing Tai Hang School	2007/08	41	49	59	33	46	3	231	300,000
		2008/09	45	55	54	59	36	49	298	600,000
		2009/10	44	29	55	58	57	36	279	600,000
10	Man Kiu Association Primary School	2007/08	56	60	58	43	47	34	298	300,000
		2008/09	46	60	49	64	52	48	319	600,000
		2009/10	50	48	65	61	74	57	355	600,000
11	Pat Heung Central Primary School	2007/08	15	17	30	24	27	23	136	300,000
		2008/09	13	19	22	29	29	27	139	600,000
		2009/10	13	20	21	29	32	34	149	600,000
12	Po Kok Primary School	2007/08	26	20	16	0	3	2	67	300,000
		2008/09	28	25	28	19	0	3	103	600,000
		2009/10	47	35	27	30	23	0	162	600,000

13	Hong Kong Taoist Association School	2007/08	71	74	107	92	76	83	503	300,000	
		2008/09	76	64	82	99	96	72	489	600,000	
		2009/10	62	81	67	83	103	98	494	600,000	
14	Yaumati Kaifong Association School	2007/08	77	79	73	78	63	37	407	300,000	
		2008/09	63	75	70	73	68	63	412	600,000	
		2009/10	72	68	70	71	72	66	419	600,000	
15	Islamic Dharwood Pau Memorial Primary School	2007/08	33	35	22	17	18	14	139	300,000	
		2008/09	61	38	36	22	20	18	195	600,000	
		2009/10	42	66	37	33	22	20	220	600,000	
16	Po On Commercial Association Wan Ho Kan Primary School	2007/08	-	-	-	-	-	-	-	-	
		2008/09	7	9	7	2	4	2	31	400,000	
		2009/10	3	6	10	9	2	3	33	400,000	
17	Bui O Public School	2007/08	-	-	-	-	-	-	-	-	
		2008/09	-	-	-	-	-	-	-	-	
		2009/10	11	8	10	15	15	16	75	500,000	
Secondary schools											
			S1	S2	S3	S4	S5	S6	S7	Total	
1	Delia Memorial School (Broadway)	2007/08	179	156	151	136	103	17	11	753	300,000
		2008/09	177	170	159	143	105	22	16	792	600,000
		2009/10	171	173	166	138	124	23	21	816	600,000
2	Delia Memorial School (Hip Wo)	2007/08	123	116	116	112	73	4	0	544	300,000
		2008/09	144	132	115	107	100	9	4	611	600,000
		2009/10	174	137	113	106	100	6	8	644	600,000
3	Pak Kau College	2007/08	9	37	23	13	0	0	0	82	300,000
		2008/09	5	2	42	17	11	0	0	77	500,000
		2009/10	4	4	2	45	15	0	0	70	500,000
4	Caritas Tuen Mun Marden Foundation Secondary School	2007/08	-	-	-	-	-	-	-	-	
		2008/09	67	23	1	0	0	0	0	91	600,000
		2009/10	69	66	34	1	0	0	0	170	600,000
5	Islamic Kasim Tuet Memorial College	2007/08	61	69	78	50	0	0	0	258	300,000
		2008/09	79	72	64	72	42	0	0	329	600,000
		2009/10	88	76	69	66	60	1	0	360	600,000
6	Sir Ellis Kadoorie Secondary School (West Kowloon)	2007/08	97	76	80	86	54	0	0	393	300,000
		2008/09	121	87	73	67	66	0	0	414	600,000
		2009/10	124	125	85	75	60	0	0	469	600,000
7	St Margaret's Girls' College, Hong Kong	2007/08	-	-	-	-	-	-	-	-	
		2008/09	-	-	-	-	-	-	-	-	
		2009/10	55	43	31	18	7	2	0	156	600,000
8	Bethel High School	2007/08	-	-	-	-	-	-	-	-	
		2008/09	-	-	-	-	-	-	-	-	
		2009/10	1	14	0	0	0	0	0	15	300,000
9	Buddhist Fat Ho Memorial College	2007/08	-	-	-	-	-	-	-	-	
		2008/09	-	-	-	-	-	-	-	-	
		2009/10	10	13	3	2	0	0	0	28	400,000

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. As the school concerned was not a designated school at that time, a “ - ” is used to denote inapplicability.
4. The amount of special grant payable to the schools depends on the number of NCS students of the schools during the Headcount.
5. Regarding the unit cost, the provision of teachers and grants to public-sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for. In the case of supporting the teaching and learning of the NCS students, the difference between designated schools and other schools is mainly in the provision of an annual special grant ranging from \$300,000 and \$600,000. Taking a notional school with a total of 24 classes and a class size of 40 and 30 in secondary and primary schools respectively, the difference in unit cost between designated schools and other schools in this regard will be ranging from about \$313 to \$625 for secondary schools and \$417 to \$833 for primary schools.

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

Reply Serial No.

EDB094

Question Serial No.

1751

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the number of non-Chinese speaking (NCS) students by grade and the student unit cost in non-designated schools in the 2007/08, 2008/09 and 2009/10 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

According to the information collected through the Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by grade in non-designated schools in the 2007/08, 2008/09 and 2009/10 school year is tabulated below

Grade	2007/08 school year	2008/09 school year	2009/10 school year
P1	460	422	437
P2	415	417	409
P3	297	430	408
P4	275	291	423
P5	242	277	294
P6	189	239	261
P1-P6	1878	2076	2232
S1	335	377	403
S2	252	334	325
S3	194	261	299
S4	159	177	241
S5	95	159	153
S6	115	135	147
S7	92	85	110
S1-S7	1242	1528	1678

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. Regarding the unit cost, the provision of teachers and grants to public-sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for. In the case of supporting the teaching and learning of the NCS students, the difference between designated schools and non-designated schools is mainly in the provision of an annual special grant ranging from \$300,000 and \$600,000. Taking a notional school with a total of 24 classes and a class size of 40 and 30 in secondary and primary schools respectively, the difference in unit cost between designated schools and non-designated schools in this regard will be ranging from about \$313 to \$625 for secondary schools and \$417 to \$833 for primary schools.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB095

Question Serial No.

1752

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide details of measures by and funding from the Education Bureau for education support to non-Chinese speaking (NCS) students in the 2007/08, 2008/09 and 2009/10 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The educational support measures for non-Chinese speaking (NCS) students taken place in the 2007/08, 2008/09 and 2009/10 school years and the expenditures are tabulated below:

Support measures	Actual expenditure in 2007/08 school year \$ million	Actual expenditure in 2008/09 school year \$ million	Estimated expenditure in 2009/10 school year \$ million
Focused support to designated schools serving NCS students	*	*	*
Provision of cash grant to designated schools to put in place school-based support measures to further help their NCS students in learning and integration	5.7	12.4	14.4
Development of the Supplementary Guide to the Chinese Language curriculum for NCS students Development of learning materials covering both the primary and secondary levels for distribution to schools and NCS students, as well as a series of teaching reference materials and assessment tools, and organisation of workshops for teachers to tie in with the issue of the Supplementary Guide	* and an additional sum of about \$1.8 million to continue with the two studies started in the 2006/07 school year and for development of teaching reference materials	* and an additional sum of about \$3.3 million to continue with the remaining study (while the other study started in 2006/07 school year has been completed) and for development of teaching reference materials	* and an additional sum of about \$3.3 million to continue with remaining study and for development of teaching reference materials and assessment tools

Training programmes for Chinese Language teachers in primary schools with NCS students	0.1	0.06	0.26
Chinese Language Learning Support Centres to offer remedial programmes after school hours and during holidays for those NCS students who have a late start in the learning of the Chinese Language, to develop teaching resources, and to organise workshops for experience sharing with teachers	4.7	2.0	2.5
Summer Bridging Programme for NCS students in primary schools	1.0	1.2	#
Further flexibility in the application of Chinese Language requirement for admission to undergraduate programmes	*	*	*
Acceptance of alternative Chinese Language qualifications for admission to Secondary 6	*	*	*
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination, starting from 2010, to the effect that the exam fee level of GCSE (Chinese) is on par with the Chinese language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education in future	-	-	0.23

Note :

- * These measures are provided by different sections of the Education Bureau (EDB) and deployment of staff may be adjusted having regard to the needs of individual schools. The relevant manpower resources and expenses are subsumed in the overall expenditure of EDB and a breakdown of expenditure by item is not available.
- # The Summer Bridging Programme was not operated in the summer of 2009 due to suspension of classes in primary schools due to Human Swine Influenza.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

17 March 2010

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

Reply Serial No.

EDB097

Question Serial No.

1754

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

Programme : (5) Other Educational Services and Subsidies
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Does the Administration plan to provide additional resources for non-designated school with non-Chinese speaking students to help these students to learn Chinese more effectively, and what are the details?

Asked by : Hon. CHEUNG Man-kwong

Reply :

We have planned to further support the non-Chinese speaking (NCS) students in the learning of the Chinese language in the form of provision of after-school extended Chinese learning in non-designated schools. The applicant schools will be provided with a cash grant for a period of three years to roll out school-based after-school support services to assist NCS students in learning Chinese, with a view to allowing time for the University of Hong Kong to expand the existing services of their Chinese Language Learning Support Centres to support the NCS students studying in non-designated schools. The detailed arrangements, including the exact funding allocation, the implementation timetable, the scope of projects and the number of participating students etc., will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research. For planning purpose, we have earmarked \$80 million from the Language Fund for the provision.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

16 March 2010

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

Reply Serial No.

EDB098

Question Serial No.

1791

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Start-up Loan Scheme, what are the amounts of the interest-free loans approved for each post-secondary education provider, the annual loan payment amounts and the outstanding loan amounts in the academic years from 2002/03 to 2010/11?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The details on approved Start-up Loans during the 2002/03 to 2010/11 academic years are set out at Annex.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

**Loans approved during the 2002/03 to 2010/11 academic years under
the “Start-up loan scheme for post-secondary education providers”
(as at 1 March 2010)**

Institution	Loan Amount	Annual Repayment Amount	Remaining Balance
Caritas Bianchi College of Careers	\$188,000,000	\$9,400,000	\$178,600,000
Chinese University of Hong Kong School of Continuing and Professional Studies	\$22,743,000	\$2,274,300	\$18,194,400
Chu Hai College of Higher Education	\$350,000,000	\$35,000,000	\$350,000,000
Community College of City University	\$599,500,000	\$28,397,368	\$539,550,000
CUHK-TWGHs Community College	\$346,050,000	\$15,380,000	\$261,460,000
Education and Learning Institute	\$4,000,000	Fully repaid in 2005	-
Hang Seng School of Commerce	\$32,400,000	\$3,240,000	\$25,920,000
HKU SPACE Community College - in respect of Kowloon Bay college premises	\$279,256,000	\$12,411,378	\$210,993,422
- in respect of Pofulam college premises	\$40,344,000	\$4,034,400	\$40,344,000
HKU SPACE Po Leung Kuk Community College	\$254,000,000	\$12,700,000	\$241,300,000
Hong Kong Art School	\$5,500,000	\$550,000	\$5,500,000
Hong Kong Baptist University College of International Education	\$359,200,000	\$15,964,444	\$271,395,556
Hong Kong College of Technology - in respect of Hung Hom college premises	\$10,875,000	\$1,087,500	\$9,787,500
- in respect of Ma On Shan college premises	\$29,000,000	\$2,900,000	\$29,000,000
Hong Kong Institute of Technology	\$7,148,000	\$714,800	\$2,144,400
Hong Kong Polytechnic University Hong Kong Community College - in respect of Hung Hom college premises	\$424,714,000	\$21,235,700	\$403,478,300
- in respect of West Kowloon college premises	\$458,100,000	\$22,905,000	\$458,100,000
Open University of Hong Kong	\$120,000,000	\$12,000,000	\$108,000,000

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

Reply Serial No.

EDB099

Question Serial No.

1792

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the initiative for extension of the loan repayment period introduced in the 2008/09 academic year, please provide up-to-date information on the names of the institutions which have applied for the extension, the number of applications received by the authorities so far, and the justifications given by the applicants.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Ten applications have been received from eight institutions for extension of loan repayment period so far. List of the concerned institutions and the amounts involved are as follows:

Institutions		Loan Amount
1.	Caritas Bianchi College of Careers	\$188,000,000
2.	Community College at Lingnan University	\$205,735,000
3.	Community College of City University	\$599,500,000
4.	The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	\$346,050,000
5.	The University of Hong Kong School of Professional and Continuing Education Community College - in respect of North Point college premises - in respect of Kowloon Bay college premises	\$176,124,000 \$279,256,000
6.	The University of Hong Kong School of Professional and Continuing Education Po Leung Kuk Community College	\$254,000,000
7.	Hong Kong Baptist University College of International Education	\$359,200,000
8.	Hong Kong Polytechnic University Hong Kong Community College - in respect of Hung Hum college premises - in respect of West Kowloon college premises	\$424,714,000 \$458,100,000

The main justification provided by the concerned institutions is that extension of loan repayment period would alleviate their loan repayment burden and help them to deploy more resources for enhancing the quality of teaching and learning. The applications are considered and approved by the Vetting Committee under the Start-up Loan Scheme on a case by case basis having regard to the financial position of the institutions concerned.

Signature	_____
Name in block letters	_____ Raymond H C Wong _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 12 March 2010 _____

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

Reply Serial No.

EDB100

Question Serial No.

1793

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the extension of loan repayment period, please provide the names of the institutions whose applications have been approved. For each approved case, please advise of the annual repayment amount before the approval, the extended repayment period, the effective date of the extension, and the annual repayment amount after the approval. Please also advise of the loss of interest incurred by the Government due to the approved cases.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Details of the approved applications for extension of repayment period are set out at Annex. As interest on a no-gain-no-loss basis will be charged on the remaining loan balance after the initial ten-year interest-free period, there will be no interest forgone for the government arising from the extension of the repayment period.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

Annex

Institution	Loan Amount	Annual Repayment before Extension	Extension of Outstanding Repayment Period (effective from May 2009)	Annual Repayment after Extension
1. Caritas Bianchi College of Careers	\$188,000,000	\$18,800,000	Extended from 10 years to 20 years	\$9,400,000
2. Community College of City University	\$599,500,000	\$59,950,000	Extended from 9 years to 19 years	\$28,397,368
3. Community College at Lingnan University	\$205,735,000	\$20,573,500	Extended from 5 years to 15 years	\$6,857,833
4. The Chinese University of Hong Kong Tung Wah Group of Hospitals Community College	\$346,050,000	\$34,605,000	Extended from 8 years to 18 years	\$15,380,000
5. The University of Hong Kong School of Professional and Continuing Education Community College				
- in respect of North Point college premises	\$176,124,000	\$17,612,400	Extended from 3 years to 13 years	\$4,064,400
- in respect of Kowloon Bay college premises	\$279,256,000	\$27,925,600	Extended from 8 years to 18 years	\$12,411,378
6. The University of Hong Kong School of Professional and Continuing Education Po Leung Kuk Community College	\$254,000,000	\$25,400,000	Extended from 10 years to 20 years	\$12,700,000
7. Hong Kong Baptist University College of International Education	\$359,200,000	\$35,920,000	Extended from 8 years to 18 years	\$15,964,444
8. Hong Kong Polytechnic University Hong Kong Community College				
- in respect of Hung Hum college premises	\$424,714,000	\$42,471,400	Extended from 10 years to 20 years	\$21,235,700
- in respect of West Kowloon college premises	\$458,100,000	\$45,810,000	Extended from 10 years to 20 years	\$22,905,000

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB101

Question Serial No.

1796

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide information on the number of classes and students in the 2007/08, 2008/09 and 2009/10 school years respectively by types of special schools.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of classes and enrolments in different types of special schools in the 2007/08, 2008/09 and the 2009/10 school years are as follows:

School Type	2007/08 School Year		2008/09 School Year		2009/10 School Year	
	No. of Classes	Enrolment	No. of Classes	Enrolment	No. of Classes	Enrolment
Visual Impairment	15	154	14	154	15	149
Hearing Impairment	25	204	23	176	20	153
Physical Disability	86	801	86	816	89	845
School for Social Development	68	793	70	770	72	757
Mild Intellectual Disability	160	2 836	164	2 927	166	2923
Moderate Intellectual Disability	165	1 576	166	1 602	170	1 610
Severe Intellectual Disability	106	775	102	770	103	762
Hospital School	31	309	32	301	32	310
Total	656	7 448	657	7 516	667	7 509

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB102

Question Serial No.

1797

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide information on the estimated number of classes to be operated in each type of special schools in the 2010/11 school year.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The estimated number of classes in different types of special schools in the 2010/11 school year is as follows:

School Type	2010/11 School Year No. of Classes (Estimate)
Visual Impairment (VI)	15
Hearing Impairment (HI)	19
Physical Disability (PD)	92
School for Social Development (SSD)	76
Mild Intellectual Disability (MiID)	170
Moderate Intellectual Disability (MoID)	174
Severe Intellectual Disability (SID)	104
Hospital School (HS)	33
Total	683

With effect from the 2010/11 school year, the Education Bureau will implement improvement measures on extension of years of study for students in schools for children with ID, PD, HI and VI cum ID. We will provide the schools with additional school places so that they will have capacity to allow students with valid reasons to extend their years of study. As the use of these additional school places is subject to the number of students with valid reasons, we are not able to include in the above projections the number of additional classes to be operated arising from the improvement measures. For estimation purpose, we project that about 500 additional places will be provided in the 2010/11 school year.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	12 March 2010

List of 23 Special Schools Requiring Conversion Works

Type	No	Name of School	Expected Completion Date
Mildly Intellectually Disabled	1	Sam Shui Natives Association Lau Pun Cheung School	Completed
	2	Hong Chi Morninghill School, Tsui Lam	Under review*
	3	Shatin Public School	Under review*
	4	Hong Chi Lions Morninghill School	Under review*
	5	The Salvation Army Shek Wu School	Under review*
Moderately Intellectually Disabled	6	Po Leung Kuk Centenary School	Completed
	7	Tseung Kwan O Pui Chi School	2011/12
	8	HKSYC&IA Chan Nam Chong Memorial School	Under review*
	9	The Jockey Club Hong Chi School	Under review*
Mildly and Moderately Intellectually Disabled	10	Mary Rose School	Completed
	11	HHCKLA Buddhist Po Kwong School	Under review*
	12	Tung Wah Group of Hospitals Tsui Tsin Tong School	Under review*
	13	Hong Chi Winifred Mary Cheung Morninghope School	Under review*
Physically Disabled	14	Hong Kong Red Cross John F Kennedy Centre	Completed
	15	Hong Kong Red Cross Princess Alexandra School	Under review*
Severely Intellectually Disabled	16	Hong Chi Pinehill No.3 School	Completed
	17	Haven of Hope Sunnyside School	Completed
	18	Po Leung Kuk Law's Foundation School	2011/12
	19	Caritas Lok Yi School	Under review*
Social Development	20	Society of Boys' Centres - Hui Chung Sing Memorial School	Completed
	21	Society of Boys' Centres Chak Yan Centre School	2011/12
	22	Marycove School	2011/12
Hearing Impaired	23	Chun Tok School	Under review#

* These schools require additional facilities for implementation of NSS academic structure and improvement measures on extension of years of study in special schools. We would combine the conversion works for the two initiatives to minimize the disturbance of works to the schools. As a result, the costs and completion dates of the conversion works are being reviewed.

#Scope of works being finalized with the school.

Senior Secondary School Places, Enrolments and
Average Unit Cost per School Place in Special Schools
in the 2008/09 and 2009/10 School Years

School Type	2008/09 School Year			2009/10 School Year		
	No. of Senior Secondary School Places	Enrolment in Senior Secondary Classes (as at September 2008)	Average Unit Cost per School Place #	No. of Senior Secondary School Places	Enrolment in Senior Secondary Classes (as at September 2009) @	Average Unit Cost per School Place #
Visual Impairment ^ **	Not Applicable	Not Applicable	Not Applicable	10	8	\$231,500
Hearing Impairment	60	46	\$192,500	50	38	\$205,000
Physical Disability	50	50	\$212,000	110	122	\$216,000
School for Social Development	120	102	\$112,000	150	134	\$118,500
Mild Intellectual Disability **	Not Applicable	Not Applicable	Not Applicable	340	321	\$107,500
Moderate Intellectual Disability **	Not Applicable	Not Applicable	Not Applicable	190	198	\$169,500
Severe Intellectual Disability **	Not Applicable	Not Applicable	Not Applicable	80	99	\$239,000

The calculation is based on the operating cost of the whole school (not confining to senior secondary classes). As schools should deploy their resources flexibly to cater for the needs of their students, we are not able to tease out the unit cost at senior secondary levels.

^ There are 2 schools for children with visual impairment, only the one for children with visual impairment cum intellectual disability operates classes at senior secondary levels. The other one for children with visual impairment continues to offer mainstream curriculum up to junior secondary levels with a view to facilitating students to integrate into mainstream schools at appropriate levels.

** Schools operate senior secondary classes with effect from the 2009/10 school year.

@ The total enrolments in senior secondary classes of some special schools are larger than the total number of places in these classes mainly because schools have allowed more students to extend their years of study at Secondary Four level during the transition to the new senior secondary academic structure.

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

Reply Serial No.

EDB105

Question Serial No.

1800

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown of the numbers of senior secondary classes and school places expected to be offered by various types of special schools in the 2010/11 school year.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The estimated number of senior secondary classes and school places in different types of special schools in the 2010/11 school year are in the Appendix.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 15 March 2010 _____

Estimated number of senior secondary classes and school places
in special schools in the 2010/11 school year

School Type	2010/11 School Year	
	No. of Senior Secondary Classes	No. of school places
Visual Impairment (VI)	2	20
Hearing Impairment (HI)	6	60
Physical Disability (PD)	17	170
School for Social Development (SSD)	12	180
Mild Intellectual Disability (MiID)	34	680
Moderate Intellectual Disability (MoID)	35	350
Severe Intellectual Disability (SID)	20	160
Total	126	1 620

Note: (1) With the implementation of the new senior secondary (NSS) academic structure by phases starting from the 2009/10 school year, two levels of NSS classes will be operated in the 2010/11 school year.

(2) With effect from the 2010/11 school year, the Education Bureau will implement improvement measures on extension of years of study for students in schools for children with ID, PD, HI and VI cum ID. We will provide the schools with additional school places so that they will have the capacity to allow students with valid reasons to extend their years of study. As the use of these additional school places is subject to the number of students with valid reasons, we are not able to include in the above projection the number of additional classes to be operated at senior secondary levels arising from the improvement measures. For estimation purpose, we project that about 500 additional places will be provided in the 2010/11 school year.

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

Reply Serial No.

EDB106

Question Serial No.

1801

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the details of the measures for supporting special schools in implementing the senior secondary academic structure in the 2008/09, 2009/10 and 2010/11 school years and the provisions involved.

Asked by : Hon. CHEUNG Man-kwong

Reply :

With the implementation of the new senior secondary (NSS) academic structure, special schools are provided with 1.9 teachers per NSS class starting from the 2009/10 school year. For those schools offering the mainstream curriculum, there will be a further increase to 2.0 teachers per NSS class from the 2012/13 school year onwards. Schools are also provided with a Senior Secondary Curriculum Support Grant which is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per NSS class. During the transition period from the 2008/09 to 2011/12 school years, the Grant has been increased to an amount equivalent to the mid-point salary of one GM per school to help them better prepare for the change in the initial years. Special schools are also provided with a Diversity Learning Grant to support their offering of diversified curriculum starting from the 2009/10 school year.

Apart from the above, resources are deployed to enrich the curriculum materials for the adapted NSS curriculum in schools for children with intellectual disability (NSS(ID) curriculum), strengthen the professional development programmes for teachers, develop resource materials to support learning and teaching of the NSS(ID) curriculum and enhance the interface between senior secondary and basic education levels.

The expenditures for the 2008/09, 2009/10 and 2010/11 school years are summarised as follows:

Projects, Programmes and Grants	2008/09 school year (\$ million) (actual)	2009/10 school year (\$ million) (revised estimate)	2010/11 school year (\$ million) (estimate)
Support schools to implement NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development Projects	15.8	10.7	9.0
Additional NSS classes and revised teacher-to-class ratio with 1.9 teachers per NSS class	Not Applicable	33.9	41.9
Senior Secondary Curriculum Support Grant	24.0	24.8	24.8
Diversity Learning Grant	Not Applicable	0.1	0.6
Total	39.8	69.5	76.3

Note: With effect from the 2010/11 school year, the Education Bureau will implement improvement measures on extension of years of study for students in schools for children with intellectual disability, schools for children with physical disability, schools for children with hearing impairment and the school for children with visual impairment cum intellectual disability. We will provide the schools with additional school places so that they will have the capacity to allow students with valid reasons to extend their years of study. As the use of these additional school places is subject to the number of students with valid reasons, we are not able to include in the above projection the estimated expenditure on the additional classes to be operated at senior secondary levels arising from the improvement measures. For estimation purpose, we project that about 500 additional places will be provided in the 2010/11 school year.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB107

Question Serial No.

1802

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

- (1) During 2010-11, the Education Bureau will continue to enhance the support in schools for children with mild intellectual disability by reducing the class size to 15 students per class progressively by grade level with effect from the 2009/10 school year. Please provide details of the additional manpower and expenditure actually incurred in the 2009-10 school year.
- (2) Regarding (1), please provide details of the additional resources to be further injected in 2010-11.
- (3) Does the Administration have any particular measures to enhance the learning and teaching effectiveness in other types of special schools? If yes, what are the resources involved in 2010-11? Does the Administration have any plan to set out a timetable for reducing the class size of all types of special schools and what are the details?

Asked by : Hon. CHEUNG Man-kwong

Reply :

- (1) To enhance the learning and teaching support for aided special schools for students with mild intellectual disability, the Education Bureau has reduced the class size of these schools from 20 to 15 students per class starting from Primary One and Secondary One concurrently with effect from the 2009/10 school year and will extend progressively to cover all primary and secondary levels by the 2014/15 school year. For the 2009/10 school year, the estimated recurrent expenditure for implementing this improvement measure is around \$4.8 million, and about 5 additional teaching posts have been created in these schools.
- (2) For the 2010/11 school year, it is estimated that the recurrent expenditure for implementing this improvement measure will be around \$9.7 million, and about 5 more teaching posts will be created in these schools on top of the 5 created in the previous year.

- (3) The Education Bureau has all along been providing various professional support for special schools to help them enhance their learning and teaching effectiveness. Apart from the five-year teacher professional development framework on special educational needs, we also organise theme-based training programmes, professional sharing activities, workshops and seminars for special school teachers to disseminate updated knowledge and good practices in special education. Starting from the 2009/10 school year, we have further stepped up the professional support for special schools in collaboration with a tertiary institution. For the implementation of the New Senior Secondary (NSS) Curriculum in special schools, we enrich the curriculum materials for the NSS academic structure, strengthen the professional development programmes for enhancing teachers' subject knowledge and pedagogies, develop resource materials to support learning and teaching of the NSS (Intellectual Disability) curriculum, and launch the "Collaborative Research and Development Projects" for dissemination of good practices. As the above teacher training and professional support are provided according to the needs of the schools and their teachers rather than the types of special schools, we are not able to provide the expenditure involved for a specific group of special schools.

Having regard to the existing provisions for the students in special schools and the priorities of various needs in the education sector, we have no plan to reduce the class size of other categories of special schools.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	12 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB108

Question Serial No.

1803

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

How many students with intellectual disabilities applied for extending their years of study in the 2007/08, 2008/09, 2009/10 school years respectively? How many were successful? What is the success rate and what are the additional resources involved?

Asked by : Hon. CHEUNG Man-kwong

Reply :

For students in schools for children with intellectual disability, the number of applications for the extension of years of study, the number approved and the success rate for the school years of 2007/08, 2008/09 and 2009/10 are tabled as below:

Applications for Extension of Years of Study	School Year		
	2007/08	2008/09	2009/10
Number of Cases (a)	99	198	388
Approved Cases (b)	92	191	328
Success Rate (b) / (a)	92.9%	96.5%	84.5%

The provisions for these students were included in the actual/estimated expenditure for the respective years.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

16 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB110

Question Serial No.

1805

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Bureau have said that resources will be sought in the short-term to provide some 200 additional places for students with intellectual disabilities. The mid-term measures include provision of about 350 additional places through school conversion works. In the long run, the Administration will identify suitable sites for new schools or reprovisioning existing schools so that more school places can be available to meet the demand. Please inform us of the years in which the above commitments have been realised or will be realised as well as the details of the resource allocation.

Asked by : Hon. CHEUNG Man-kwong

Reply :

With effect from the 2010/11 school year, the Education Bureau will implement improvement measures on extension of years of study for students in the schools for children with intellectual disability, schools for children with physical disability, schools for children with hearing impairment and schools for children with visual impairment cum intellectual disability. We will provide the schools with additional school places so that they will have the capacity to allow students with valid reasons to extend their years of study. In view of the physical constraints in special schools, we will implement the improvement measures according to short, medium and long term plans. It is estimated that about 500 additional places will be provided in the 2010/11 school year. In the meantime, we will explore the possibility of conducting conversion works in existing special schools and building new schools to meet the demand. The recurrent expenditure is estimated to be over \$300 million upon full implementation of the improvement measures.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

Part I : Special schools

1. Number of students by types of disabilities

Type of Disability	2007/08 School Year	2008/09 School Year	2009/10 School Year
Visual Impairment	154	154	149
Hearing Impairment	204	176	153
Mild Intellectual Disability	2 836	2 927	2 923
Moderate Intellectual Disability	1 576	1 602	1 610
Severe Intellectual Disability	775	770	762
Physical Disability	801	816	845
Total	6 346	6 445	6 442

2. Average unit cost per school place

School Type	2007/08 School Year	2008/09 School Year (Estimate)	2009/10 School Year (Estimate)
Visual Impairment	\$161,500	\$173,000	\$173,500
Hearing Impairment	\$181,000	\$192,500	\$205,000
Mild Intellectual Disability	\$89,000	\$100,000	\$107,500
Moderate Intellectual Disability	\$155,500	\$167,500	\$169,500
Severe Intellectual Disability	\$220,500	\$235,000	\$239,000
Physical Disability	\$202,000	\$212,000	\$216,000

Part II : Mainstream schools that have participated in the Integrated Education (IE) Programme

1. Number of students by types of disabilities

Primary schools

Type of Disability	2007/08 School Year	2008/09 School Year	2009/10 School Year
Visual Impairment	9	7	4
Hearing Impairment	28	28	21
Intellectual Disability	150	128	110
Physical Disability	34	24	26
Autism Spectrum Disorders	237	244	225
Total	458	431	386

Secondary schools

Type of Disability	2007/08 School Year	2008/09 School Year	2009/10 School Year
Visual Impairment	27	24	24
Hearing Impairment	46	44	39
Intellectual Disability	58	50	42
Physical Disability	30	27	18
Autism Spectrum Disorders	62	57	55
Total	223	202	178

2. Average unit cost per place of the IE Programme

2007/08 School Year	2008/09 School Year	2009/10 School Year (Estimate)
\$38,500	\$41,000	\$37,000

Note: The average unit cost per place of the Programme does not include the cost of a mainstream school place and other supportive services for students with SEN in mainstream schools.

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

Reply Serial No.

EDB112

Question Serial No.

1807

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Will the Government give a breakdown of the special education training programmes, including the type of courses, hours of instruction, number of places, provision involved, number of participants and unit cost of each training place, offered to teachers in schools implementing integrated education in the 2007/08, 2008/09 and 2009/10 school years?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The breakdown of special education training programmes (including the type of courses, hours of instruction, number of places, provision involved, number of participants and unit cost of each training place) provided to teachers in schools implementing integrated education in the 2007/08, 2008/09 and 2009/10 school years is summarised at the Appendix.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 12 March 2010

Teacher Training in Special Education in the 2007/08 to 2009/10 School Years

Type of Courses		2007/08 School Year (Actual)				2008/09 School Year (Actual)				2009/10 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$)	Unit Cost (\$)	Course Hours	No. of places (Note 1)	Provision (\$)	Unit Cost (\$)
1	Professional Development Course - Catering for Diverse Learning Needs (Level 1)	30	360 (287)	5,400,000	15,000	30	180 (180)	2,700,000	15,000	30	180	2,700,000	15,000
2	Professional Development Course - Catering for Diverse Learning Needs (Level 2)	90	240 (244)	10,800,000	45,000	90	120 (150)	5,400,000	45,000	90	120	5,400,000	45,000
3	"Don't Laugh at Me" programme	3 - 28	280 (137)	343,980	1,200	-	-	-	-	-	-	-	-
4	Professional Development Course for Teachers - Understanding and Teaching Students with Autistic Spectrum Disorders (Level 2)	30	40 (45)	156,600	3,900	-	-	-	-	-	-	-	-
5	Basic Course on Catering for Diverse Learning Needs (Note 2)	30	1 200 (1 200)	11,760,000	9,800	30	1 000 (976)	10,443,200	10,700	30	1 000	12,100,000	12,100
6	Advanced Course on Catering for Diverse Learning Needs with 30-hour optional attachment module (Note 2)	90-120	240 (240)	9,192,000	38,300	90-120	280 (269)	10,168,200	37,800	90-120	280	13,524,000	48,300
7	Thematic Courses on Education of Students with Specific Learning Difficulties for Chinese and English Language Teachers (Note 2)	-	-	-	-	72	320 (308)	6,714,400	21,800	72	432	11,016,000	25,500
8	Thematic Courses on Education of Students with Special Educational Needs (Note 2)	60	560 (460)	7,360,000	16,000	60	480 (418)	8,987,000	21,500	60	480	12,048,000	25,100

Type of Courses		2007/08 School Year (Actual)				2008/09 School Year (Actual)				2009/10 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$)	Unit Cost (\$)	Course Hours	No. of places (Note 1)	Provision (\$)	Unit Cost (\$)
9	Course on “Psychological Approach to Effective Strategies in Handling Students’ Challenging Behaviour” (Note 2)	120	50 (36)	1,065,600	29,600	120	50 (47)	1,184,400	25,200	120	50	2,090,000	41,800
10	Workshops on “Catering for Diverse Learning Needs for Teaching Assistants in Ordinary Schools”	12	560 (560)	1,120,000	2,000	12	560 (569)	1,176,000	2,100	12	560	618,800	1,105
11	Workshops on “Catering for Diverse Learning Needs for Principals in Ordinary Schools”	9 - 16	200 (129)	5,060	NA (Note 3)	8	200 (138)	0	(Note 4)	8	200	0	(Note 4)
12	Theme-based Seminars / Workshops on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, etc.	3 - 28	7 000 (5 600)	1,933,900	NA (Note 3)	3 - 32	6 000 (5 934)	1,384,165	NA (Note 3)	3 - 32	6 000	1,238,303	NA (Note 3)
TOTAL				49,137,140				48,157,365				60,735,103	

Note 1: Number of participants for the 2009/10 school year is not yet available.

Note 2: The course is operated in a full-time block release mode with the provision of supply teachers. The respective provisions cover both the cost of the courses and provisions for supply teacher grant.

Note 3: These training programmes are partly conducted by Education Bureau (EDB) staff and partly commissioned to outside professionals, but the respective provisions only cover the latter. Hence, the unit cost cannot be calculated.

Note 4: The course is conducted by EDB staff and/or guest speakers with no additional provision.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB113

Question Serial No.

1808

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Will the Government give a breakdown of the special education training programmes, including the type of courses, number of places, provision involved and unit cost of each training place, offered to teachers in schools implementing integrated education in the 2010/11 school year? What is the plan for the 2011/12 school year?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The estimated breakdown of special education training programmes (including the type of courses, number of places, provision involved and unit cost) to be provided for teachers in the 2010/11 school year to support the implementation of integrated education is summarised at the Appendix. In the 2011/12 school year, we plan to provide similar training programmes with number of places to be adjusted according to the training needs of schools.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

16 March 2010

**Teacher Training in Special Education in the 2010/11 School Year
(Estimate)**

	Type of Training Courses	No. of Places	Provision (\$)	Unit Cost (\$)
1	Professional Development Course - Catering for Diverse Learning Needs (Level 1)	180	2,700,000	15,000
2	Professional Development Course - Catering for Diverse Learning Needs (Level 2)	120	5,400,000	45,000
3	Basic Course on Catering for Diverse Learning Needs (Note 1)	500	6,632,500	13,265
4	Advanced Course on Catering for Diverse Learning Needs (Note 1)	360	19,101,600	53,060
5	Thematic Courses on Education of Students with Specific Learning Difficulties for Chinese and English Language Teachers (Note 1)	432	11,020,752	25,511
6	Thematic Courses on Education of Students with Special Educational Needs (Note 1)	600	16,500,000	27,500
7	Course on Psychological Approach to Effective Strategies in Handling Students' Challenging Behavior (Note 1)	50	2,263,000	45,260
8	Workshops on "Catering for Diverse Learning Needs for Teaching Assistants in Ordinary Schools"	560	742,560	1,320
9	Workshops on "Catering for Diverse Learning Needs for Principals in Ordinary Schools" (Note 2)	200		
10	Theme-based Seminars / Workshops on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, etc. (Note 3)	6 000	1,301,000	NA
	TOTAL	9 002	65,661,412	

Note 1: These courses are operated in a full-time block release mode with the provision of supply teachers. The respective provisions cover both the cost of the courses and provisions for supply teacher grant.

Note 2: The courses are conducted by Education Bureau (EDB) staff and/or guest speakers with no additional provision.

Note 3: These training programmes are partly conducted by EDB staff and partly commissioned to outside professionals, but the respective provisions only cover the latter. Hence, the unit cost cannot be calculated.

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

Reply Serial No.

EDB114

Question Serial No.

1809

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Has the Administration evaluated whether the contents of the special education training programmes currently offered to teachers in schools implementing integrated education are cost-effective and appropriate to the teaching needs?

Asked by : Hon. CHEUNG Man-kwong

Reply :

We have been monitoring and reviewing the training programmes on special education for teachers continuously through various means, including lesson observations, review meetings with the course providers, analysis of participants' opinions, and evaluation reports by the course providers with a view to making adjustments, where necessary, to meet the training needs of the teachers. We consider the training programmes cost-effective and appropriate.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB115

Question Serial No.

1810

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

How many primary and secondary schools have admitted students with special educational needs in 2009-10?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2009/10 school year, all the 473 public sector primary schools and 390 out of the 402 public sector secondary schools have admitted students with special educational needs.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

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

Reply Serial No.

EDB116

Question Serial No.

1811

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In 2007-08, 2008-09 and 2009-10, how many teachers working in public primary and secondary schools (excluding special schools) have received special education training? What is their percentage share in the total number of teachers? What are the provisions involved in providing the training?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2007/08, 2008/09 and 2009/10 school years, the number of teachers in public sector primary and secondary schools (excluding special schools) who have received special education training, their percentage share in the total number of teachers, and the provisions involved in providing the training are as follows:

	2007/08 (Actual)	2008/09 (Actual)	2009/10 (Estimate)
Number of Teachers with Special Education Training	4 434	6 280	8 150
Percentage Share	10.1%	14.5%	19.1%
Provisions (\$ million)*	49.1	48.2	60.7

* The provisions include the expenditure involved in providing training for teachers working in both mainstream schools and special schools. As the majority of the training programmes are open to all teachers, we are not able to provide the provision for training mainstream school teachers only.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

16 March 2010

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

Reply Serial No.

EDB117

Question Serial No.

1812

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give details of different types of additional support and services provided by the Education Bureau for integrated education, the amount of funding involved and the effectiveness of the measures in the 2007/08, 2008/09 and 2009/10 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Details of the additional support and services provided for integrated education in the 2007/08, 2008/09 and 2009/10 school years are set out in the Appendix. The support services are effective in meeting the intended objectives.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

Additional support and services provided for integrated education in the 2007/08, 2008/09 and 2009/10 school years

Programme in Controlling Officers' Report	Service/ Programme	Description	Expenditure		
			2007/08 school year (\$ million)	2008/09 school year (\$ million)	2009/10 school year (estimate) (\$ million)
(2) Primary Education	Intensive Remedial Teaching Programme	Participating schools are provided with additional teachers to provide intensive remedial support for students with special educational needs / low academic achievement.	201.8	198.1	185.5
	New Funding Mode	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to provide school-based remedial services for students with special educational needs / low academic achievement.	100.4	119.5	131.8
	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	15.3	14.4	12.4

	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.1	0.5	0.7
	Resource Primary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.7	0.7	0.9
	School-based Educational Psychology Service	School-based Educational Psychology Service is provided to help schools cater for students' diverse educational needs.	10.8	15.3	13.9

	Enhanced Speech Therapy Service	Participating schools are provided with a cash grant for employing their own speech therapists or procuring school-based speech therapy services to support students with speech and language impairments.	26.1	30.8	39.1
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	0.9	2.2	3.2
(3) Secondary Education	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	11.0	11.4	8.5

	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5	0.4	0.5
	School-based Remedial Support Programme	Participating schools with high intake of bottom 10% junior secondary students are provided with additional teachers to provide intensive remedial teaching and support students' learning in the three basic subjects.	1.2	Phased out	Phased out
	Additional teachers to cater for low academic achievers	For schools with a large intake of Territory Band 3 and bottom 10% junior secondary students, 0.7 additional teacher is provided for one full class of bottom 10% students and 0.3 additional teacher for one full class of other Band 3 students.	260.0	347.8	330.5

	Resource Secondary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.4	0.4	0.6
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	0.2	0	0.1
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	Not yet started	49.8	74.7
	School-based Educational Psychology Service	School-based Educational Psychology Service is provided to help schools cater for students' diverse educational needs.	Not yet started	2.3	3.1
(4) Special Education	Resource Support Programme for Visually Impaired Integrators	The participating special school is provided with additional resource teachers and braillists for offering support services to students with visual impairment in mainstream schools.	6.0	7.1	8.3

	Special Schools cum Resource Centres	Participating special schools are provided with a cash grant to enable them to share their experience and expertise with mainstream school teachers for empowering them to support students with special educational needs.	3.2	3.4	4.8
	Enhanced Support Service for Hearing Impaired Integrators	Participating special schools are provided with additional resource teachers and a recurrent grant to offer comprehensive support services to students with hearing impairment in mainstream schools.	7.2	6.4	6.1
(5) Other Educational Services and Subsidies	Teacher Training	Provision of professional development courses, school-based training on integrated education and other theme-based training activities for teachers of all schools.	49.1	48.2	60.7
(7) Policy and Support	Professional Development Schools	Participating special schools are provided with a cash grant to enable them to offer school-based support for mainstream schools in catering for students with special educational needs.	0.3	0.3	0.3
Total:			695.2	859	885.7

**Additional support and services provided for integrated education
in the 2010/11 school year**

Programme in Controlling Officers' Report	Service/Programme	Description	2010/11 school year (estimated expenditure) (\$ million)
(2) Primary Education	Intensive Remedial Teaching Programme	Participating schools are provided with additional teachers to provide intensive remedial support for students with special educational needs / low academic achievement.	179.0
	New Funding Mode	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to provide school-based remedial services for students with special educational needs / low academic achievement.	155.2
	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	11.2
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.7
	Resource Primary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.9

	School-based Educational Psychology Service	School-based Educational Psychology Service is provided to help schools cater for students' diverse educational needs.	23.3
	Enhanced Speech Therapy Service	Participating schools are provided with a cash grant for employing their own Speech Therapists or procuring school-based speech therapy services to support students with speech and language impairments.	45.7
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	4.4
(3) Secondary Education	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	8.5
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	For schools with a large intake of Territory Band 3 and bottom 10% junior secondary students, 0.7 additional teacher is provided for one full class of bottom 10% students and 0.3 additional teacher for one full class of other Band 3 students.	325.8

	Resource Secondary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.8
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	0.1
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	83.9
	School-based Educational Psychology Service	School-based Educational Psychology Service is provided to help schools cater for students' diverse educational needs.	11.7
(4) Special Education	Resource Support Programme for Visually Impaired Integrators	The participating special school is provided with additional resource teachers and braillists for offering support services to students with visual impairment in mainstream schools.	8.3
	Special Schools cum Resource Centres	Participating special schools are provided with a cash grant to enable them to share their experience and expertise with mainstream school teachers for empowering them to support students with special educational needs.	4.8
	Enhanced Support Service for Hearing Impaired Integrators	Participating special schools are provided with additional resource teachers and a recurrent grant to offer comprehensive support services to students with hearing impairment in mainstream schools.	5.7
(5) Other Educational Services and Subsidies	Teacher Training	Provision of professional development courses, school-based training on integrated education and other theme-based training activities for teachers of all schools.	65.7

(7) Policy and Support	Professional Development Schools	Participating special schools are provided with a cash grant to enable them to offer school-based support for mainstream schools in catering for students with special educational needs.	0.3
Total:			936.5

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

Reply Serial No.

EDB119

Question Serial No.

1814

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Integrated Education Programme (IEP), the Intensive Remedial Teaching Programme (IRTP) and the New Funding Mode (NFM) for supporting students with special educational needs, please list separately the numbers of participating schools and students, the amount of funding involved and the student unit cost of each programme in the 2007/08, 2008/09 and 2009/10 school years. Are there schools participating in more than one programme and what are the details?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of schools, number of students, expenditure and unit cost of the IEP, IRTP and NFM for the 2007/08, 2008/09 and 2009/10 school years are set out in the Appendix.

In the 2007/08, 2008/09 and 2009/10 school years, there are 36, 36 and 31 schools respectively participating in both IRTP and IEP, and 98, 90 and 93 schools respectively participating in both IRTP and NFM.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

Appendix

No. of schools, no. of students, expenditure and unit costs per place of various Programmes

Programme	2007/08 School Year				2008/09 School Year				2009/10 School Year			
	No. of Schools	No. of Students	Expenditure (\$ million)	Average Cost per Student	No. of Schools	No. of Students	Expenditure (\$ million)	Average Cost per Student	No. of Schools	No. of Students	Estimated Expenditure (\$ million)	Average Cost per Student
Integrated Education Programme	76	681	26	\$38,500	70	633	26	\$41,000	54	564	21	\$37,000
Intensive Remedial Teaching Programme	322	10 032	202	\$20,000	297	8 911	198	\$22,000	277	8 405	186	\$22,000
New Funding Mode#	282	9 072	100	\$10,000 – \$20,000	542	12 950	169	\$10,000 – \$20,000*	579	15 933	206	\$10,000 - \$20,000*

* A basic provision of \$120,000 is provided for the first one to six students with special educational needs requiring intensive support.

The figures for the 2008/09 and 2009/10 school years include the provision of Learning Support Grant for Secondary Schools which is introduced with effect from the 2008/09 school year.

Note: The average cost per student for each Programme does not include the unit cost of a mainstream school place and other supportive services for students with special educational needs in mainstream schools.

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

Reply Serial No.

EDB121

Question Serial No.

2760

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

Programme : (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Could the Administration inform us of the estimated provision and actual spending of recurrent and non-recurrent items on education in 2007-08, 2008-09 and 2009-10, and the change in amount over that of the previous year?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The information required is as follows:

(1) Recurrent expenditure on education

	2007-08 \$ million	2008-09 \$ million	Change over 2007-08 \$ million	2009-10 \$ million	Change over 2008-09 \$ million
Approved Estimate	50,416	51,106	+690	53,817	+2,711
Actual expenditure	46,794	49,863	+3,069	51,260 (revised estimate)	+1,397

(2) Non-recurrent expenditure on education *

	2007-08 \$ million	2008-09 \$ million	Change over 2007-08 \$ million	2009-10 \$ million	Change over 2008-09 \$ million
Approved Estimate	7,138	26,169	+19,031	7,848	-18,321
Actual expenditure	7,031	25,132	+18,101	7,506 (revised estimate)	-17,626

* Including non-recurrent and capital expenditure under General Revenue Account, capital expenditure under Capital Works Reserve Fund (mainly for capital works projects) and Loan Fund.

For comparison purpose, the figures have been adjusted to include the financial implications arising from the cost-neutral transfers between Policy Area 34: Manpower Development and Policy Area 16: Education due to the re-organisation of the Government Secretariat with effect from 1 July 2007 and the re-alignment of web-related activities under Head 160 Radio Television Hong Kong with effect from 2009-10.

Signature	_____
Name in block letters	<u>Raymond H C Wong</u>
Post Title	<u>Permanent Secretary for Education</u>
Date	<u>12 March 2010</u>

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

Reply Serial No.

EDB122

Question Serial No.

2761

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide a breakdown of the amount of funding allocated to the universities, continuing education providers (including training providers of the Project Yi Jin), the Hong Kong Institute of Education, the Vocational Training Council, adult education providers, all secondary schools, primary schools, kindergartens and special schools in the government, aided, direct subsidy and caput categories, international schools and schools under the English Schools Foundation as well as the unit cost of each subsidised place in 2008-09 and 2009-10.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The respective financial provisions under the General Revenue Account and unit costs are set out below –

	Financial Provision		Unit Cost	
	2008-09 Actual \$ million	2009-10 Revised Estimate \$ million	2008-09 Actual \$	2009-10 Revised Estimate \$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme ¹	1,535	1,621	N/A	N/A
Government primary schools ²	834	829	37,230	38,980
Aided primary schools	9,478	9,616	30,381	32,820
English Schools Foundation Junior Schools	115	117	20,511	20,840
Primary schools under the Direct Subsidy Scheme	326	381	29,529	31,160
Government secondary schools ²	1,323	1,285	47,784	48,410
Aided secondary schools	15,387	15,720	39,485	41,130
Caput schools	166	166	41,873	44,240

	Financial Provision		Unit Cost	
	2008-09 Actual \$ million	2009-10 Revised Estimate \$ million	2008-09 Actual \$	2009-10 Revised Estimate \$
English Schools Foundation Secondary Schools	167	169	28,470	28,710
Secondary schools under the Direct Subsidy Scheme	1,796	2,068	37,821	41,270
Aided special schools	1,369	1,434	158,095	164,490
Vocational Training Council ³				
- Higher technician / technician level	} 1,635	1,746	60,900	62,200
- Craft level			54,300	55,500
University Grants Committee-funded Institutions ⁴	11,711	11,488	212,800	216,900
The Hong Kong Institute of Education ⁴	524	527	156,500	147,900
Training providers of Project Yi Jin ⁵	103	130	10,310	11,940

For adult education, starting from the 2005/06 school year, subsidies are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses under Head 173 Student Financial Assistance Agency.

Note

1. The financial provision caters for Government's subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme as well as the Pre-primary Education Voucher Scheme (PEVS). Unit cost is not applicable here as substantial part of the financial provision is provided for parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc. as such.
2. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau, and staff on-costs captured under Head 46 General Expenses of the Civil Service and Head 120 Pensions.
3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by Hong Kong Institute of Vocational Education and VTC's training and development centres. The unit costs are calculated on an academic year and a full-time-equivalent basis.

4. Subventions to individual institutions are as follows –

	2008-09 Actual \$ million	2009-10 Revised Estimate \$ million
City University of Hong Kong	1,484	1,421
Hong Kong Baptist University	744	704
Lingnan University	285	290
The Chinese University of Hong Kong	2,633	2,558
The Hong Kong Institute of Education	524	527
The Hong Kong Polytechnic University	1,944	1,882
The Hong Kong University of Science and Technology	1,523	1,517
The University of Hong Kong	2,574	2,589
Total	<u>11,711</u>	<u>11,488</u>

The extra non-recurrent funding for the Research Endowment Fund, one-off special equipment replacement grant, Matching Grant Scheme and scholarship scheme for outstanding Mainland students are not included. The above unit cost figures are calculated on an academic year and a full-time-equivalent basis.

5. Project Yi Jin courses are run by member institutions of the Federation for Continuing Education in Tertiary Institutions on a self-financing basis. The unit costs indicated above are based on government expenditure on tuition fee reimbursement, student support activities and publicity.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 11 March 2010

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

Reply Serial No.

EDB123

Question Serial No.

2762

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In respect of the total expenditure on education and the expenditure on pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support, could the Administration provide details as to their levels of expenditure, their respective percentages of the Gross Domestic Product (GDP), the share of each of these education areas in the total expenditure on education, data on any increase or decrease in provision, and the development trend from 2005-06 to 2009-10?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The total expenditure on education comprises recurrent expenditure, non-recurrent and capital expenditure under General Revenue Account, capital expenditure under Capital Works Reserve Fund (mainly for capital works projects) and Loan Fund.

As the expenditure under Capital Works Reserve Fund and Loan Fund fluctuates considerably year to year, we consider it more meaningful to base our analysis on recurrent expenditure, non-recurrent and capital expenditure under the General Revenue Account only. The information required is as follows -

(i) Expenditure on education by area (rounded to the nearest \$5 million)

	2005-06	2006-07	2007-08	2008-09	2009-10 (Revised Estimate)
	\$million	\$million	\$million	\$million	\$million
Pre-primary ⁽¹⁾	1,230	1,290	1,710	2,155	2,255
Primary	10,505	10,360	10,745	11,200	11,395
Secondary	16,415	16,725	17,720	19,630	20,230
Special	1,185	1,185	1,275	1,370	1,435
Adult ⁽²⁾	10	-	-	-	-
Teacher Training ⁽³⁾	1,180	1,120	1,095	1,140	1,120
Vocational Education ⁽⁴⁾	1,755	1,660	1,725	1,870	2,000
Higher Education ⁽⁵⁾	12,420	12,605	13,535	30,755	12,390
Others ⁽⁶⁾	2,705	2,355	1,855	2,025	2,220
Total ^{(5)&(7)}	47,405	47,300	49,665	70,145	53,045

(ii) Share of Gross Domestic Product (GDP) by education area

	2005-06	2006-07	2007-08	2008-09	2009-10 (Revised Estimate)
Pre-primary ⁽¹⁾	0.09%	0.09%	0.10%	0.13%	0.14%
Primary	0.74%	0.69%	0.65%	0.68%	0.70%
Secondary	1.16%	1.12%	1.07%	1.19%	1.24%
Special	0.08%	0.08%	0.08%	0.08%	0.09%
Adult ⁽²⁾	0.00%	-	-	-	-
Teacher Training ⁽³⁾	0.08%	0.07%	0.07%	0.07%	0.07%
Vocational Education ⁽⁴⁾	0.12%	0.11%	0.10%	0.11%	0.12%
Higher Education ⁽⁵⁾	0.88%	0.84%	0.82%	1.87%	0.76%
Others ⁽⁶⁾	0.19%	0.16%	0.11%	0.12%	0.14%
Total ^{(5)&(7)}	3.36%	3.15%	3.01%	4.27%	3.25%
GDP (\$ million) ⁽⁸⁾	1,410,308	1,499,995	1,652,207	1,643,956	1,633,535

(iii) Share of total expenditure on education by area

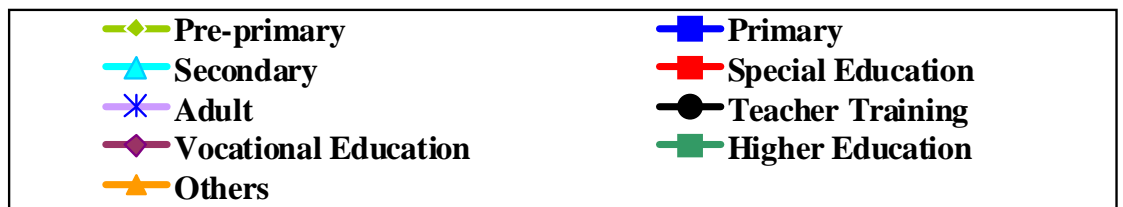
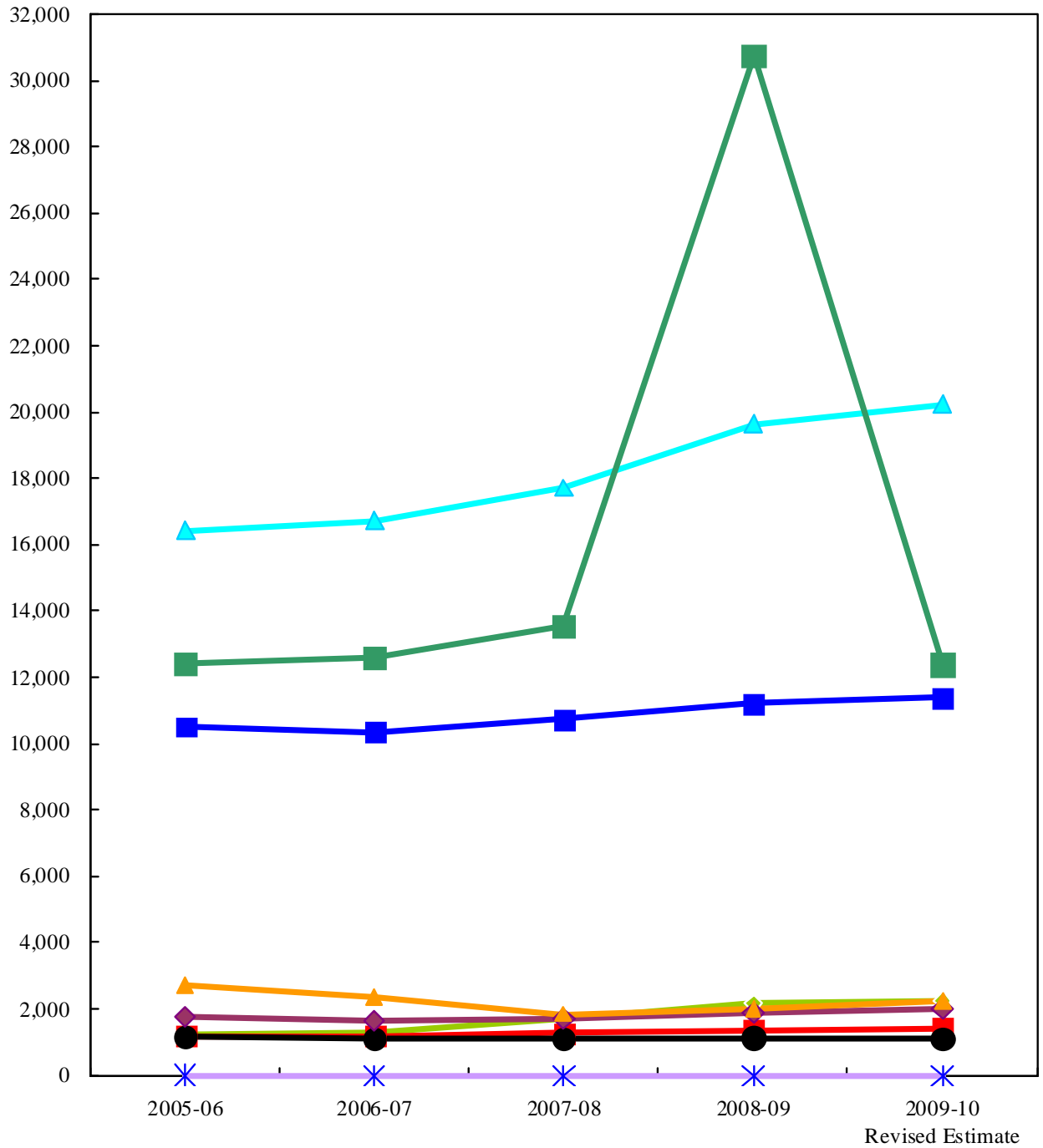
	2005-06	2006-07	2007-08	2008-09	2009-10 (Revised Estimate)
Pre-primary ⁽¹⁾	2.6%	2.7%	3.4%	3.1%	4.3%
Primary	22.2%	21.9%	21.6%	16.0%	21.5%
Secondary	34.6%	35.4%	35.7%	28.0%	38.1%
Special	2.5%	2.5%	2.6%	2.0%	2.7%
Adult ⁽²⁾	0.0%	-	-	-	-
Teacher Training ⁽³⁾	2.5%	2.4%	2.2%	1.6%	2.1%
Vocational Education ⁽⁴⁾	3.7%	3.5%	3.5%	2.7%	3.8%
Higher Education ⁽⁵⁾	26.2%	26.6%	27.3%	43.8%	23.4%
Others ⁽⁶⁾	5.7%	5.0%	3.7%	2.9%	4.2%
Total ^{(5)&(7)}	100%	100%	100%	100%	100%

(iv) Increase or decrease in provision (rounded to the nearest \$5 million) and the development trend over the past 5 years.

	2005-06 against 2004-05		2006-07 against 2005-06		2007-08 against 2006-07		2008-09 against 2007-08		2009-10 Revised Estimate against 2008-09	
	\$million	%	\$million	%	\$million	%	\$million	%	\$million	%
Pre-primary ⁽¹⁾	-15	-1.2%	60	4.9%	420	32.6%	445	26.0%	100	4.6%
Primary	-85	-0.8%	-145	-1.4%	385	3.7%	455	4.2%	195	1.7%
Secondary	240	1.5%	310	1.9%	995	5.9%	1,910	10.8%	600	3.1%
Special	-95	-7.4%	0	0.0%	90	7.6%	95	7.5%	65	4.7%
Adult ⁽²⁾	-25	-71.4%	-10	-100.0%	-	-	-	-	-	-
Teacher Training ⁽³⁾	-95	-7.5%	-60	-5.1%	-25	-2.2%	45	4.1%	-20	-1.8%
Vocational Education ⁽⁴⁾	-70	-3.8%	-95	-5.4%	65	3.9%	145	8.4%	130	7.0%
Higher Education ⁽⁵⁾	545	4.6%	185	1.5%	930	7.4%	17,220	127.2%	-18,365	-59.7%
Others ⁽⁶⁾	100	3.8%	-350	-12.9%	-500	-21.2%	170	9.2%	195	9.6%
Total ^{(5)&(7)}	500	1.1%	-105	-0.2%	2,365	5.0%	20,480	41.2%	-17,100	-24.4%

Education Expenditure by Area

\$ million



Note

1. *Upon harmonisation of pre-primary services with effect from 1 September 2005, the Bureau has implemented the Kindergarten and Child Care Centre Subsidy Scheme to cover also Kindergarten-cum-child-care centres originally subsidised by the Social Welfare Department. For comparison purpose, the relevant expenditure in 2005-06 under Head 170 Social Welfare Department is also reflected here.*
2. *The adult education course run by the Government was completely phased out in August 2005. Starting from the 2005/06 school year, subsidies are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses.*
3. *Teacher training includes the Training and Development Grant provided to schools, costs of in-service and pre-service teacher training courses, refunds of course fees to teachers and teacher education programmes provided by University Grant Committee-funded institutions. It does not include costs of teacher training funded by the Language Fund.*
4. *Expenditure on vocational education covers technical education offered by the Hong Kong Institute of Vocational Education at both higher technician and technician levels. These figures take into account the impact of the re-alignment between vocational education and vocational training due to the re-organisation of the Government Secretariat with effect from 1 July 2007.*
5. *The increase in expenditure in 2008-09 is mainly due to the establishment of the \$18 billion Research Endowment Fund.*
6. *Others include expenditure on home-school co-operation activities, school uniformed group activities, bureau support, etc. and other non-recurrent expenditure. For comparison purpose, these figures include relevant provision for the Qualifications Framework which has been transferred from Policy Area 34: Manpower Development to Policy Area 16: Education due to the re-organisation of the Government Secretariat with effect from 1 July 2007.*
7. *The sums of figures may not add up to total due to rounding.*
8. *Figures are subject to further revision by Census & Statistics Department. The figures for 2005-06 to 2008-09 are financial-year-based while the figure for 2009-10 is calendar-year-based.*

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 10 March 2010

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

Reply Serial No.

EDB124

Question Serial No.

2763

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

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please inform us of all items with unspent provisions, including provisions for schools, student financial assistance, capital works and non-recurrent items, and the amount returned to the Treasury together with the percentage of actual provision over estimated provision of each item in 2009-10.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The breakdown of estimated unspent provision on education in respect of 2009-10 by broad categories as required is provided in **Annex** .

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 15 March 2010 _____

Education Expenditure in 2009-10

	2009-10		
	Approved Estimate \$million	Estimated Unspent Provision \$million	%
(a) Subventions to schools/ institutions and subsidies to kindergartens	47,765	1,672	4
(b) Student financial assistance/loans to students/ schools/ institutions	5,451	875	16
(c) Capital works expenditure	4,006	109	3
(d) Departmental expenses of EDB and departments under its purview	4,443	243	5
Total	61,665	2,899	5

For comparison purpose, the figures have been adjusted to include the financial implications arising from the re-alignment of web-related activities under Head 160 Radio Television Hong Kong with effect from 2009-10.

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

Reply Serial No.

EDB125

Question Serial No.

2764

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

Programme : (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding sex education, please give a yearly breakdown of the work programmes, target groups, financial provision/expenditure involved and the expected effectiveness in the school years from 2006/07 to 2010/11.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Sex education is an integral part of the school curriculum, and recurrent resources have been allocated for its promotion in schools. Efforts are continuously made to promote sex education in pre-primary, primary and secondary schools. Relevant work programmes include mainly (i) curriculum development, (ii) provision of professional development programmes for the school principals and teachers, (iii) production of learning and teaching resources, and (iv) collaboration with other governmental/non-governmental organisations.

While staffing cost in sex education is absorbed by recurrent funding of EDB, an additional \$0.41, \$0.27, \$0.38, \$0.15, \$0.19 million was/will be allocated specifically for the provision of professional development programmes, production of learning and teaching resources for the promotion of sex education in 2006/07, 2007/08, 2008/09, 2009/10, 2010/11 school year respectively. Production of new learning and teaching resources took place mainly from 2006/07 to 2008/09 school years.

Effectiveness of the professional development programmes is monitored by the evaluation questionnaires completed by the participants at the end of these programmes. On the whole, participants were satisfied with the programmes provided. Comments received from these programmes will be used to further improve the programmes in the future so as to better address the needs of the participants in implementing sex education in schools. For sex education promoted through educational television (ETV) programmes, our annual survey has shown that more and more teachers would like to use these programmes in their teaching and found these resources useful. Implementation of sex education in schools is monitored and evaluated mainly through school inspections, school visits and discussion with school principals and teachers. It is reported that sex education could generally meet the needs of the students and continuous efforts would be made to promote sex education.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 12 March 2010

3. The actual savings vary significantly between schools and will have to be worked out on a school-by-school basis. The figures quoted represent year-on-year estimated savings, and are calculated based on the following assumptions:
- a. Savings from class reduction depend on a number of factors such as the number of classes a school is running, the operation overheads and maintenance cost, etc. The actual savings per class are usually much less than the average subvention per class. Unless a school is closed, there cannot be proportionate reduction in the overheads due to class reduction. As in the last financial year, in estimating the savings arising from reduction of classes, a discount factor of 60% is applied to the territory-wide average subvention per class.
 - b. In the case of primary school closure, generally the number of classes a school would have if it were to continue operation would be about two-thirds of the number of classes it had in its last year of operation. Therefore, the actual savings are around two-thirds of the actual subvention the schools received in the school year immediately before they were closed. A discount factor of one-third is therefore used in the calculation of the estimated savings.
 - c. In the case of secondary school closure, generally the number of classes a school would have if it were to continue operation would be about one-third of the number of classes it had in its last year of operation. Therefore, the actual savings are around one-third of the actual subvention the schools received in the school year immediately before they were closed. A discount factor of two-thirds is therefore used in the calculation of the estimated savings.
 - d. In the 2009/10 school year, one aided secondary school has joined the Direct Subsidy Scheme (DSS) involving 9 secondary classes. The reduction in the number of classes due to the change of the school's finance mode from aided to DSS is excluded from the calculation of savings as the subsidy levels for DSS and aided schools are on par with each other.

Signature _____

Name in block letters Raymond H C WONG

Post Title Permanent Secretary for Education

Date 15 March 2010

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

Reply Serial No.

EDB127

Question Serial No.

2766

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown of the number of teachers with recognised degree qualifications, the number and percentage of teachers appointed to graduate teaching posts, as well as the wastage rates of trained, untrained, graduate and non-graduate teachers in primary and secondary schools in the 2008/09 and 2009/10 school years respectively.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of teachers who have degree qualifications (degree holders), and the number and percentage of teachers who are substantively appointed to graduate posts (graduate teachers) in government, aided and caput schools for the 2008/09 and 2009/10 school years are as follows –

	Primary schools (Government and aided)		Secondary schools (Government, aided and caput)	
	2008/09	2009/10	2008/09	2009/10
Degree holders	16 600	16 600	23 400	23 500
Graduate teachers	6 000	6 500	17 900	18 400
% of teachers appointed as graduate teachers*	31.5%	35.1%	73.2%	75.7%

* with reference to the total number of teachers for the respective school year

The wastage rates of teachers in government, aided and caput schools for the 2008/09 and 2009/10 school years are as follows –

	Primary schools (Government and aided)		Secondary schools (Government, aided and caput)	
	2008/09	2009/10	2008/09	2009/10
Trained teachers	5.8%	5.5%	5.3%	4.8%
Untrained teachers	29.3%	23.4%	18.9%	15.0%
Graduate teachers	4.8%	3.6%	5.1%	4.5%
Non-graduate teachers	7.4%	7.3%	7.6%	7.5%

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

- Notes:
- (i) Figures do not include special schools.
 - (ii) Figures refer to the number of students from the Mainland studying at the respective class levels as at September of 2009/10 school year. Such students were newly admitted during the 12-month period from October 2008 to September 2009.
 - (iii) Figures for Primary 1 include students from the Mainland who might have studied in kindergartens in Hong Kong.
 - (iv) Figures are provisional and subject to revision, if required arising from verification with schools.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 11 March 2010

Year of Suspension of P1 Admission (School Year)	Number of Schools
2005/06	12
2006/07	7
2007/08	10
2008/09	2
2009/10	2
Total	33

A breakdown of their project cost is as follows:-

Range of Project Cost	Number of Schools
\$1M to less than \$10M	5
\$10M to less than \$20M	11
\$20M to less than \$30M	12
\$30M to less than \$35M	5
Total	33

The years of completion for these 33 SIP projects are as follows:-

Years of Completion (School Year)	Number of Schools
1995/96	1
1996/97	0
1997/98	6
1998/99	3
1999/00	3
2000/01	1
2001/02	0
2002/03	4
2003/04	4
2004/05	10
2005/06	1
Total	33

Secondary Schools

Among the secondary schools which have ceased Secondary 1 (S1) admission or have already ceased operation during the period from the 2005/06 to 2009/10 school years, seven schools have undergone improvement works under the SIP, with a breakdown by school year as follows:-

Year of Suspension of S1 Admission (School Year)	Number of Schools
2005/06	0
2006/07	4
2007/08	3
2008/09	0
2009/10	0
Total	7

A breakdown of their project cost is as follows:-

Range of Project Cost	Number of Schools
less than \$1M	1
\$1M to less than \$10M	1
\$10M to less than \$20M	3
\$20M to less than \$30M	1
\$30M to less than \$40M	0
\$40M to less than \$50M	1
Total	7

The years of completion for these seven SIP projects are as follows:-

Years of Completion (School Year)	Number of Schools
1995/96	1
1996/97	0
1997/98	2
1998/99	0
1999/00	1
2000/01	0
2001/02	1
2002/03	1
2003/04	0
2004/05	1
Total	7

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 15 March 2010

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

Reply Serial No.

EDB 130

Question Serial No.

2769

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

Programme : (2) Primary Education
 (3) Secondary Education
 (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give, for each of the 18 school districts, a breakdown on the number of kindergartens (including kindergarten-cum-child care centres), primary and secondary schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools in the 2008/09 and 2009/10 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of kindergartens (including kindergarten sections of kindergarten-cum-child care centres), primary and secondary day schools and the number of operating classes, places, students and vacant places by grade in these schools under different categories of schools broken down by district in the 2008/09 and 2009/10 school years are detailed at Appendices 1 and 2 respectively.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

Table 1: Number of Kindergartens by District and by Type, 2008/09 School Year

District	Non-Profit Making	Private Independent	All Types
Central & Western	35	10	45
Wan Chai	26	7	33
Eastern	63	19	82
Southern	24	15	39
Yau Tsim Mong	32	6	38
Sham Shui Po	42	1	43
Kowloon City	59	25	84
Wong Tai Sin	48	0	48
Kwun Tong	68	3	71
Sai Kung	47	8	55
Sha Tin	59	13	72
Tai Po	28	7	35
North	39	3	42
Yuen Long	72	5	77
Tuen Mun	61	5	66
Tsuen Wan	30	6	36
Kwai Tsing	63	3	66
Islands	26	6	32
All Districts	822	142	964

Notes: (1) Figures do not include special schools.

(2) Figures include kindergarten-cum-child care centres.

Table 2: Number of Places and Students in Kindergartens by District, by Grade and by Type, 2008/09 School Year

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	2 104	1 566	426	252	2 530	1 818
	K2	2 077	1 571	384	245	2 461	1 816
	K3	1 986	1 470	280	175	2 266	1 645
	All Grades	6 167	4 607	1 090	672	7 257	5 279
Wan Chai	K1	2 094	1 533	174	112	2 268	1 645
	K2	2 232	1 605	317	221	2 549	1 826
	K3	2 151	1 536	236	148	2 387	1 684
	All Grades	6 477	4 674	727	481	7 204	5 155
Eastern	K1	3 479	2 386	1 071	790	4 550	3 176
	K2	3 909	2 626	827	631	4 736	3 257
	K3	4 030	2 674	740	573	4 770	3 247
	All Grades	11 418	7 686	2 638	1 994	14 056	9 680
Southern	K1	1 232	892	868	532	2 100	1 424
	K2	1 352	934	824	466	2 176	1 400
	K3	1 788	1 210	393	222	2 181	1 432
	All Grades	4 372	3 036	2 085	1 220	6 457	4 256
Yau Tsim Mong	K1	1 840	1 259	405	259	2 245	1 518
	K2	1 888	1 318	288	190	2 176	1 508
	K3	1 920	1 298	218	136	2 138	1 434
	All Grades	5 648	3 875	911	585	6 559	4 460
Sham Shui Po	K1	3 099	2 199	30	12	3 129	2 211
	K2	3 447	2 454	20	7	3 467	2 461
	K3	3 296	2 318	30	11	3 326	2 329
	All Grades	9 842	6 971	80	30	9 922	7 001
Kowloon City	K1	4 423	3 448	3 166	2 640	7 589	6 088
	K2	4 601	3 524	2 978	2 510	7 579	6 034
	K3	4 811	3 572	2 743	2 365	7 554	5 937
	All Grades	13 835	10 544	8 887	7 515	22 722	18 059
Wong Tai Sin	K1	2 681	1 893	0	0	2 681	1 893
	K2	2 894	2 041	0	0	2 894	2 041
	K3	3 115	2 135	0	0	3 115	2 135
	All Grades	8 690	6 069	0	0	8 690	6 069

Appendix 1(a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	4 373	3 167	202	116	4 575	3 283
	K2	4 411	3 206	185	117	4 596	3 323
	K3	4 711	3 454	172	118	4 883	3 572
	All Grades	13 495	9 827	559	351	14 054	10 178
Sai Kung	K1	2 633	1 935	416	329	3 049	2 264
	K2	2 639	1 950	333	259	2 972	2 209
	K3	2 575	1 936	358	280	2 933	2 216
	All Grades	7 847	5 821	1 107	868	8 954	6 689
Sha Tin	K1	3 678	2 636	657	477	4 335	3 113
	K2	3 690	2 630	804	581	4 494	3 211
	K3	3 827	2 713	625	465	4 452	3 178
	All Grades	11 195	7 979	2 086	1 523	13 281	9 502
Tai Po	K1	1 618	1 194	439	333	2 057	1 527
	K2	1 587	1 211	466	317	2 053	1 528
	K3	1 511	1 104	624	378	2 135	1 482
	All Grades	4 716	3 509	1 529	1 028	6 245	4 537
North	K1	3 026	2 439	67	56	3 093	2 495
	K2	3 022	2 482	108	81	3 130	2 563
	K3	2 985	2 474	120	87	3 105	2 561
	All Grades	9 033	7 395	295	224	9 328	7 619
Yuen Long	K1	4 786	3 570	202	133	4 988	3 703
	K2	4 940	3 641	328	206	5 268	3 847
	K3	5 560	3 969	450	263	6 010	4 232
	All Grades	15 286	11 180	980	602	16 266	11 782
Tuen Mun	K1	4 009	2 840	108	71	4 117	2 911
	K2	3 915	2 777	132	78	4 047	2 855
	K3	4 077	2 803	104	71	4 181	2 874
	All Grades	12 001	8 420	344	220	12 345	8 640
Tsuen Wan	K1	1 986	1 617	248	177	2 234	1 794
	K2	1 841	1 508	235	179	2 076	1 687
	K3	1 886	1 528	299	228	2 185	1 756
	All Grades	5 713	4 653	782	584	6 495	5 237
Kwai Tsing	K1	4 054	3 096	200	151	4 254	3 247
	K2	4 268	3 203	204	128	4 472	3 331
	K3	4 295	3 178	217	148	4 512	3 326
	All Grades	12 617	9 477	621	427	13 238	9 904

Appendix 1(a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 290	873	390	253	1 680	1 126
	K2	1 560	1 031	303	221	1 863	1 252
	K3	1 659	1 107	121	98	1 780	1 205
	All Grades	4 509	3 011	814	572	5 323	3 583
All Districts	K1	52 405	38 543	9 069	6 693	61 474	45 236
	K2	54 273	39 712	8 736	6 437	63 009	46 149
	K3	56 183	40 479	7 730	5 766	63 913	46 245
	All Grades	162 861	118 734	25 535	18 896	188 396	137 630

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September of the school year.
- (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
- (4) Figures on places do not include vacant classrooms and vacant child care centre portions.
- (5) As planning on pre-primary services is based on number of places instead of number of classes, information on operating classes is not available.

Table 3: Number of Vacant Places in Kindergartens by District, by Grade and by Type, 2008/09 School Year

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	538	174	712
	K2	506	139	645
	K3	516	105	621
	All Grades	1 560	418	1 978
Wan Chai	K1	561	62	623
	K2	627	96	723
	K3	615	88	703
	All Grades	1 803	246	2 049
Eastern	K1	1 093	281	1 374
	K2	1 283	196	1 479
	K3	1 356	167	1 523
	All Grades	3 732	644	4 376
Southern	K1	340	336	676
	K2	418	358	776
	K3	578	171	749
	All Grades	1 336	865	2 201
Yau Tsim Mong	K1	581	146	727
	K2	570	98	668
	K3	622	82	704
	All Grades	1 773	326	2 099
Sham Shui Po	K1	900	18	918
	K2	993	13	1 006
	K3	978	19	997
	All Grades	2 871	50	2 921
Kowloon City	K1	975	526	1 501
	K2	1 077	468	1 545
	K3	1 239	378	1 617
	All Grades	3 291	1 372	4 663
Wong Tai Sin	K1	788	0	788
	K2	853	0	853
	K3	980	0	980
	All Grades	2 621	0	2 621

Appendix 1(a) (Cont'd.)

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	1 206	86	1 292
	K2	1 205	68	1 273
	K3	1 257	54	1 311
	All Grades	3 668	208	3 876
Sai Kung	K1	698	87	785
	K2	689	74	763
	K3	639	78	717
	All Grades	2 026	239	2 265
Sha Tin	K1	1 042	180	1 222
	K2	1 060	223	1 283
	K3	1 114	160	1 274
	All Grades	3 216	563	3 779
Tai Po	K1	424	106	530
	K2	376	149	525
	K3	407	246	653
	All Grades	1 207	501	1 708
North	K1	587	11	598
	K2	540	27	567
	K3	511	33	544
	All Grades	1 638	71	1 709
Yuen Long	K1	1 216	69	1 285
	K2	1 299	122	1 421
	K3	1 591	187	1 778
	All Grades	4 106	378	4 484
Tuen Mun	K1	1 169	37	1 206
	K2	1 138	54	1 192
	K3	1 274	33	1 307
	All Grades	3 581	124	3 705
Tsuen Wan	K1	369	71	440
	K2	333	56	389
	K3	358	71	429
	All Grades	1 060	198	1 258
Kwai Tsing	K1	958	49	1 007
	K2	1 065	76	1 141
	K3	1 117	69	1 186
	All Grades	3 140	194	3 334

Appendix 1(a) (Cont'd.)

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	417	137	554
	K2	529	82	611
	K3	552	23	575
	All Grades	1 498	242	1 740
All Districts	K1	13 862	2 376	16 238
	K2	14 561	2 299	16 860
	K3	15 704	1 964	17 668
	All Grades	44 127	6 639	50 766

- Notes:
- (1) Figures do not include special schools.
 - (2) Figures refer to the position as at September of the school year.
 - (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
 - (4) Figures on vacant places do not include vacant classrooms and vacant child care centre portions.

Table 1: Number of Primary Schools by District and by Sector, 2008/09 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	16	1	5	5	29
Wan Chai	3	14	0	5	8	30
Eastern	4	25	2	2	6	39
Southern	2	11	1	3	5	22
Yau Tsim Mong	3	21	1	1	0	26
Sham Shui Po	3	18	3	8	0	32
Kowloon City	5	27	2	12	9	55
Wong Tai Sin	1	29	0	3	0	33
Kwun Tong	2	29	1	1	0	33
Sai Kung	1	21	4	0	1	27
Sha Tin	2	42	2	2	1	49
Tai Po	1	21	0	0	4	26
North	1	28	0	0	0	29
Yuen Long	3	43	1	1	3	51
Tuen Mun	1	41	1	1	0	44
Tsuen Wan	2	20	0	2	0	24
Kwai Tsing	0	31	1	0	0	32
Islands	0	17	0	1	2	20
All Districts	36	454	20	47	44	601

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Number of Operating Classes, Places and Students in Primary Schools by District, by Grade and by Sector, 2008/09 School Year

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	4	120	101	38	1 140	1 032	3	93	90	13	489	351	10	290	234	68	2 132	1 808
	P2	4	128	117	39	1 248	1 117	3	93	90	12	474	299	9	248	221	67	2 191	1 844
	P3	4	128	126	41	1 312	1 266	3	93	90	11	437	315	10	288	240	69	2 258	2 037
	P4	4	138	129	40	1 295	1 276	3	93	91	11	431	332	9	249	229	67	2 206	2 057
	P5	4	138	123	44	1 423	1 424	3	93	89	12	474	326	10	282	223	73	2 410	2 185
	P6	4	138	129	45	1 455	1 494	3	93	88	12	512	419	9	246	214	73	2 444	2 344
	All Grades	24	790	725	247	7 873	7 609	18	558	538	70	2 817	2 042	57	1 603	1 361	416	13 641	12 275
Wan Chai	P1	13	390	370	36	1 145	1 071	0	0	0	16	614	510	20	565	462	85	2 714	2 413
	P2	11	352	346	38	1 352	1 267	0	0	0	16	632	520	18	507	455	83	2 843	2 588
	P3	13	416	406	38	1 355	1 327	0	0	0	16	634	576	18	503	424	85	2 908	2 733
	P4	14	448	455	39	1 407	1 330	0	0	0	16	632	544	18	505	450	87	2 992	2 779
	P5	15	480	489	40	1 450	1 411	0	0	0	16	634	564	16	457	431	87	3 021	2 895
	P6	14	448	464	44	1 578	1 568	0	0	0	17	701	602	16	468	374	91	3 195	3 008
	All Grades	80	2 534	2 530	235	8 287	7 974	0	0	0	97	3 847	3 316	105	3 005	2 596	517	17 673	16 416
Eastern	P1	15	450	398	76	2 280	2 055	6	184	155	5	225	131	20	493	454	122	3 632	3 193
	P2	16	512	428	76	2 432	2 226	6	184	167	4	180	118	17	449	380	119	3 757	3 319
	P3	16	512	481	86	2 752	2 537	6	192	175	5	225	128	16	427	363	129	4 108	3 684
	P4	14	448	471	86	2 837	2 596	4	128	119	3	127	81	17	461	397	124	4 001	3 664
	P5	16	512	540	88	2 901	2 756	4	128	127	5	185	126	16	435	380	129	4 161	3 929
	P6	18	576	616	99	3 303	3 171	4	128	126	6	222	144	17	461	400	144	4 690	4 457
	All Grades	95	3 010	2 934	511	16 505	15 341	30	944	869	28	1 164	728	103	2 726	2 374	767	24 349	22 246

Appendix 1(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Southern	P1	6	180	155	29	870	789	5	150	150	18	451	406	36	772	752	94	2 423	2 252
	P2	5	160	143	31	992	827	4	120	123	16	419	357	27	654	629	83	2 345	2 079
	P3	5	160	158	32	1 024	977	4	120	120	13	365	321	28	679	679	82	2 348	2 255
	P4	6	192	187	34	1 093	1 076	4	120	123	13	341	319	27	663	665	84	2 409	2 370
	P5	6	192	192	37	1 189	1 171	4	120	114	10	287	271	27	672	655	84	2 460	2 403
	P6	6	192	190	40	1 295	1 321	4	120	120	10	277	262	25	640	627	85	2 524	2 520
	All Grades	34	1 076	1 025	203	6 463	6 161	25	750	750	80	2 140	1 936	170	4 080	4 007	512	14 509	13 879
Yau Tsim Mong	P1	6	180	133	66	1 980	1 890	8	250	229	3	126	108	0	0	0	83	2 536	2 360
	P2	5	160	130	66	2 112	2 072	7	225	200	3	126	110	0	0	0	81	2 623	2 512
	P3	8	256	235	71	2 272	2 326	7	225	220	3	126	110	0	0	0	89	2 879	2 891
	P4	9	288	252	68	2 424	2 311	5	175	167	3	126	109	0	0	0	85	3 013	2 839
	P5	12	419	354	69	2 463	2 384	5	175	170	3	135	110	0	0	0	89	3 192	3 018
	P6	14	493	436	81	2 893	2 783	5	175	168	3	135	110	0	0	0	103	3 696	3 497
	All Grades	54	1 796	1 540	421	14 144	13 766	37	1 225	1 154	18	774	657	0	0	0	530	17 939	17 117
Sham Shui Po	P1	12	360	322	64	1 940	1 869	10	311	271	28	1 098	821	0	0	0	114	3 709	3 283
	P2	12	384	363	66	2 132	2 046	10	327	289	26	1 005	756	0	0	0	114	3 848	3 454
	P3	13	416	408	70	2 280	2 282	9	290	286	26	1 001	834	0	0	0	118	3 987	3 810
	P4	14	448	445	66	2 227	2 230	7	234	251	26	957	794	5	150	150	118	4 016	3 870
	P5	13	416	407	69	2 343	2 391	7	234	236	27	1 033	884	5	150	150	121	4 176	4 068
	P6	14	468	464	75	2 570	2 665	7	234	233	22	884	727	5	150	150	123	4 306	4 239
	All Grades	78	2 492	2 409	410	13 492	13 483	50	1 630	1 566	155	5 978	4 816	15	450	450	708	24 042	22 724

Appendix 1(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Kowloon City	P1	18	540	556	83	2 520	2 316	8	240	223	36	1 498	1 023	27	673	633	172	5 471	4 751
	P2	18	576	604	81	2 667	2 441	7	210	210	37	1 528	1 060	23	574	526	166	5 555	4 841
	P3	19	608	610	86	2 887	2 780	5	150	157	40	1 654	1 194	24	611	586	174	5 910	5 327
	P4	20	640	623	82	2 849	2 682	5	150	151	39	1 627	1 170	19	468	405	165	5 734	5 031
	P5	19	608	608	88	3 071	2 946	5	150	150	39	1 649	1 266	18	425	349	169	5 903	5 319
	P6	21	672	675	96	3 337	3 334	5	150	150	37	1 555	1 260	19	464	388	178	6 178	5 807
	All Grades	115	3 644	3 676	516	17 331	16 499	35	1 050	1 041	228	9 511	6 973	129	3 215	2 887	1 023	34 751	31 076
Wong Tai Sin	P1	2	60	49	92	2 780	2 363	0	0	0	12	483	427	0	0	0	106	3 323	2 839
	P2	3	96	66	92	2 989	2 544	0	0	0	12	483	383	0	0	0	107	3 568	2 993
	P3	3	96	87	98	3 181	2 934	0	0	0	12	483	448	0	0	0	113	3 760	3 469
	P4	4	128	123	99	3 213	3 073	0	0	0	12	468	402	0	0	0	115	3 809	3 598
	P5	4	128	128	108	3 521	3 471	0	0	0	13	505	408	0	0	0	125	4 154	4 007
	P6	4	128	131	120	3 925	4 046	0	0	0	13	525	414	0	0	0	137	4 578	4 591
	All Grades	20	636	584	609	19 609	18 431	0	0	0	74	2 947	2 482	0	0	0	703	23 192	21 497
Kwun Tong	P1	9	270	265	113	3 410	3 138	2	64	49	3	135	102	0	0	0	127	3 879	3 554
	P2	8	256	240	116	3 727	3 384	3	96	60	3	135	96	0	0	0	130	4 214	3 780
	P3	8	256	253	127	4 084	3 906	4	128	92	3	135	104	0	0	0	142	4 603	4 355
	P4	7	224	193	123	4 326	3 971	4	128	77	3	135	93	0	0	0	137	4 813	4 334
	P5	7	224	227	130	4 630	4 276	2	64	42	3	135	81	0	0	0	142	5 053	4 626
	P6	8	256	257	143	5 116	4 835	3	96	77	3	135	118	0	0	0	157	5 603	5 287
	All Grades	47	1 486	1 435	752	25 293	23 510	18	576	397	18	810	594	0	0	0	835	28 165	25 936

Appendix 1(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	P1	3	90	65	74	2 220	1 943	17	549	495	0	0	0	4	120	120	98	2 979	2 623
	P2	3	96	71	75	2 400	2 088	18	595	519	0	0	0	4	120	119	100	3 211	2 797
	P3	4	128	99	79	2 528	2 387	17	558	567	0	0	0	4	120	121	104	3 334	3 174
	P4	5	160	133	84	2 688	2 510	14	446	403	0	0	0	4	120	120	107	3 414	3 166
	P5	5	160	158	90	2 880	2 756	14	446	440	0	0	0	4	120	121	113	3 606	3 475
	P6	5	160	154	96	3 072	3 070	8	224	215	0	0	0	4	120	120	113	3 576	3 559
	All Grades	25	794	680	498	15 788	14 754	88	2 818	2 639	0	0	0	24	720	721	635	20 120	18 794
Sha Tin	P1	5	150	156	119	3 595	3 240	9	283	280	9	216	209	5	150	150	147	4 394	4 035
	P2	5	160	159	121	3 917	3 500	9	283	271	9	246	227	5	150	150	149	4 756	4 307
	P3	5	160	158	126	4 072	3 864	10	315	307	9	246	237	5	150	150	155	4 943	4 716
	P4	5	160	161	130	4 595	3 994	7	222	213	9	246	238	5	150	148	156	5 373	4 754
	P5	7	224	205	143	5 091	4 358	4	126	124	8	218	210	5	150	149	167	5 809	5 046
	P6	9	288	255	153	5 466	4 878	2	64	63	8	218	196	5	150	150	177	6 186	5 542
	All Grades	36	1 142	1 094	792	26 736	23 834	41	1 293	1 258	52	1 390	1 317	30	900	897	951	31 461	28 400
Tai Po	P1	2	60	59	58	1 740	1 621	0	0	0	0	0	0	8	249	198	68	2 049	1 878
	P2	2	64	63	59	1 888	1 675	0	0	0	0	0	0	8	274	194	69	2 226	1 932
	P3	4	128	93	64	2 048	1 901	0	0	0	0	0	0	7	229	153	75	2 405	2 147
	P4	3	96	98	61	1 967	1 862	0	0	0	0	0	0	8	274	188	72	2 337	2 148
	P5	4	128	126	69	2 278	2 161	0	0	0	0	0	0	7	229	152	80	2 635	2 439
	P6	5	160	160	76	2 517	2 414	0	0	0	0	0	0	7	229	141	88	2 906	2 715
	All Grades	20	636	599	387	12 438	11 634	0	0	0	0	0	0	45	1 484	1 026	452	14 558	13 259

Appendix 1(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
North	P1	2	60	60	93	2 810	2 783	0	0	0	0	0	0	0	0	0	95	2 870	2 843
	P2	2	64	64	86	2 852	2 867	0	0	0	0	0	0	0	0	0	88	2 916	2 931
	P3	5	160	151	86	2 852	2 926	0	0	0	0	0	0	0	0	0	91	3 012	3 077
	P4	3	96	83	86	2 902	2 947	0	0	0	0	0	0	0	0	0	89	2 998	3 030
	P5	4	128	113	88	2 986	3 041	0	0	0	0	0	0	0	0	0	92	3 114	3 154
	P6	4	128	124	94	3 183	3 265	0	0	0	0	0	0	0	0	0	98	3 311	3 389
	All Grades	20	636	595	533	17 585	17 829	0	0	0	0	0	0	0	0	0	553	18 221	18 424
Yuen Long	P1	15	450	436	154	4 620	3 888	5	160	152	2	60	24	2	43	15	178	5 333	4 515
	P2	14	448	429	150	5 115	4 245	5	150	140	2	60	19	2	43	10	173	5 816	4 843
	P3	15	480	451	162	5 509	4 791	5	160	155	2	60	38	2	48	19	186	6 257	5 454
	P4	14	448	413	159	5 433	5 017	5	150	136	2	60	29	2	42	23	182	6 133	5 618
	P5	14	448	459	172	5 904	5 516	5	150	120	2	60	30	2	49	33	195	6 611	6 158
	P6	13	416	384	192	6 584	6 332	5	150	138	2	60	27	2	52	43	214	7 262	6 924
	All Grades	85	2 690	2 572	989	33 165	29 789	30	920	841	12	360	167	12	277	143	1 128	37 412	33 512
Tuen Mun	P1	4	120	109	115	3 450	2 996	4	120	118	1	35	1	0	0	0	124	3 725	3 224
	P2	4	128	120	118	3 776	3 250	4	128	118	1	37	3	0	0	0	127	4 069	3 491
	P3	4	128	127	130	4 165	3 785	4	128	123	1	37	8	0	0	0	139	4 458	4 043
	P4	4	128	119	117	4 083	3 639	4	128	119	1	37	11	0	0	0	126	4 376	3 888
	P5	5	160	153	135	4 820	4 348	0	0	0	1	37	10	0	0	0	141	5 017	4 511
	P6	7	224	199	145	5 199	4 672	0	0	0	0	0	0	0	0	0	152	5 423	4 871
	All Grades	28	888	827	760	25 493	22 690	16	504	478	5	183	33	0	0	0	809	27 068	24 028

Appendix 1(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	10	300	300	63	1 890	1 781	0	0	0	1	35	4	0	0	0	74	2 225	2 085
	P2	10	320	318	63	2 016	1 914	0	0	0	2	65	11	0	0	0	75	2 401	2 243
	P3	10	320	321	65	2 080	2 148	0	0	0	1	37	6	0	0	0	76	2 437	2 475
	P4	10	320	328	61	2 002	2 060	0	0	0	2	65	13	0	0	0	73	2 387	2 401
	P5	10	320	325	68	2 296	2 244	0	0	0	2	65	18	0	0	0	80	2 681	2 587
	P6	10	320	328	74	2 533	2 573	0	0	0	2	65	20	0	0	0	86	2 918	2 921
	All Grades	60	1 900	1 920	394	12 817	12 720	0	0	0	10	332	72	0	0	0	464	15 049	14 712
Kwai Tsing	P1	0	0	0	111	3 330	3 050	3	90	86	0	0	0	0	0	0	114	3 420	3 136
	P2	0	0	0	107	3 449	3 220	3	90	85	0	0	0	0	0	0	110	3 539	3 305
	P3	0	0	0	115	3 730	3 624	3	90	96	0	0	0	0	0	0	118	3 820	3 720
	P4	0	0	0	109	3 808	3 668	0	0	0	0	0	0	0	0	0	109	3 808	3 668
	P5	0	0	0	115	4 020	4 027	0	0	0	0	0	0	0	0	0	115	4 020	4 027
	P6	0	0	0	119	4 203	4 236	0	0	0	0	0	0	0	0	0	119	4 203	4 236
	All Grades	0	0	0	676	22 540	21 825	9	270	267	0	0	0	0	0	0	685	22 810	22 092
Islands	P1	0	0	0	41	1 235	1 034	0	0	0	3	90	90	6	142	147	50	1 467	1 271
	P2	0	0	0	40	1 280	1 072	0	0	0	3	90	90	6	140	135	49	1 510	1 297
	P3	0	0	0	43	1 376	1 198	0	0	0	3	90	90	6	140	132	52	1 606	1 420
	P4	0	0	0	41	1 312	1 244	0	0	0	3	90	90	5	123	116	49	1 525	1 450
	P5	0	0	0	46	1 472	1 422	0	0	0	3	90	89	5	123	105	54	1 685	1 616
	P6	0	0	0	45	1 440	1 428	0	0	0	3	90	90	5	123	97	53	1 653	1 615
	All Grades	0	0	0	256	8 115	7 398	0	0	0	18	540	539	33	791	732	307	9 446	8 669

Appendix 1(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	P1	126	3 780	3 534	1 425	42 955	38 859	80	2 494	2 298	150	5 555	4 207	138	3 497	3 165	1 919	58 281	52 063
	P2	122	3 904	3 661	1 424	46 344	41 755	79	2 501	2 272	146	5 480	4 049	119	3 159	2 819	1 890	61 388	54 556
	P3	136	4 352	4 164	1 519	49 507	46 959	77	2 449	2 388	145	5 530	4 409	119	3 195	2 867	1 996	65 033	60 787
	P4	136	4 362	4 213	1 485	50 461	47 486	62	1 974	1 850	143	5 342	4 225	118	3 205	2 891	1 944	65 344	60 665
	P5	145	4 685	4 607	1 599	54 738	52 103	53	1 686	1 612	144	5 507	4 393	115	3 092	2 748	2 055	69 708	65 463
	P6	156	5 067	4 966	1 737	59 669	58 085	46	1 434	1 378	138	5 379	4 389	114	3 103	2 704	2 191	74 652	71 522
	All Grades	821	26 150	25 145	9 189	303 674	285 247	397	12 538	11 798	865	32 793	25 672	723	19 251	17 194	11 995	394 406	365 056

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September of the school year.
 - (3) Figures on operating classes in a very small number of schools (primarily outside the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
 - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 3: Number of Vacant Places in Primary Schools by District, by Grade and by Sector, 2008/09 School Year

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	19	108	3	138	56	324
	P2	11	131	3	175	27	347
	P3	2	46	3	122	48	221
	P4	9	19	2	99	20	149
	P5	15	- 1	4	148	59	225
	P6	9	- 39	5	93	32	100
	All Grades	65	264	20	775	242	1 366
Wan Chai	P1	20	74	0	104	103	301
	P2	6	85	0	112	52	255
	P3	10	28	0	58	79	175
	P4	- 7	77	0	88	55	213
	P5	- 9	39	0	70	26	126
	P6	- 16	10	0	99	94	187
	All Grades	4	313	0	531	409	1 257
Eastern	P1	52	225	29	94	39	439
	P2	84	206	17	62	69	438
	P3	31	215	17	97	64	424
	P4	- 23	241	9	46	64	337
	P5	- 28	145	1	59	55	232
	P6	- 40	132	2	78	61	233
	All Grades	76	1 164	75	436	352	2 103

Appendix 1(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	25	81	0	45	20	171
	P2	17	165	- 3	62	25	266
	P3	2	47	0	44	0	93
	P4	5	17	- 3	22	- 2	39
	P5	0	18	6	16	17	57
	P6	2	- 26	0	15	13	4
	All Grades	51	302	0	204	73	630
Yau Tsim Mong	P1	47	90	21	18	0	176
	P2	30	40	25	16	0	111
	P3	21	- 54	5	16	0	- 12
	P4	36	113	8	17	0	174
	P5	65	79	5	25	0	174
	P6	57	110	7	25	0	199
	All Grades	256	378	71	117	0	822
Sham Shui Po	P1	38	71	40	277	0	426
	P2	21	86	38	249	0	394
	P3	8	- 2	4	167	0	177
	P4	3	- 3	- 17	163	0	146
	P5	9	- 48	- 2	149	0	108
	P6	4	- 95	1	157	0	67
	All Grades	83	9	64	1 162	0	1 318

Appendix 1(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 16	204	17	475	40	720
	P2	- 28	226	0	468	48	714
	P3	- 2	107	- 7	460	25	583
	P4	17	167	- 1	457	63	703
	P5	0	125	0	383	76	584
	P6	- 3	3	0	295	76	371
	All Grades	- 32	832	9	2 538	328	3 675
Wong Tai Sin	P1	11	417	0	56	0	484
	P2	30	445	0	100	0	575
	P3	9	247	0	35	0	291
	P4	5	140	0	66	0	211
	P5	0	50	0	97	0	147
	P6	- 3	- 121	0	111	0	- 13
	All Grades	52	1 178	0	465	0	1 695
Kwun Tong	P1	5	272	15	33	0	325
	P2	16	343	36	39	0	434
	P3	3	178	36	31	0	248
	P4	31	355	51	42	0	479
	P5	- 3	354	22	54	0	427
	P6	- 1	281	19	17	0	316
	All Grades	51	1 783	179	216	0	2 229

Appendix 1(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	25	277	54	0	0	356
	P2	25	312	76	0	1	414
	P3	29	141	- 9	0	- 1	160
	P4	27	178	43	0	0	248
	P5	2	124	6	0	- 1	131
	P6	6	2	9	0	0	17
	All Grades	114	1 034	179	0	- 1	1 326
Sha Tin	P1	- 6	355	3	7	0	359
	P2	1	417	12	19	0	449
	P3	2	208	8	9	0	227
	P4	- 1	601	9	8	2	619
	P5	19	733	2	8	1	763
	P6	33	588	1	22	0	644
	All Grades	48	2 902	35	73	3	3 061
Tai Po	P1	1	119	0	0	51	171
	P2	1	213	0	0	80	294
	P3	35	147	0	0	76	258
	P4	- 2	105	0	0	86	189
	P5	2	117	0	0	77	196
	P6	0	103	0	0	88	191
	All Grades	37	804	0	0	458	1 299

Appendix 1(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	0	27	0	0	0	27
	P2	0	- 15	0	0	0	- 15
	P3	9	- 74	0	0	0	- 65
	P4	13	- 45	0	0	0	- 32
	P5	15	- 55	0	0	0	- 40
	P6	4	- 82	0	0	0	- 78
	All Grades	41	- 244	0	0	0	- 203
Yuen Long	P1	14	732	8	36	28	818
	P2	19	870	10	41	33	973
	P3	29	718	5	22	29	803
	P4	35	416	14	31	19	515
	P5	- 11	388	30	30	16	453
	P6	32	252	12	33	9	338
	All Grades	118	3 376	79	193	134	3 900
Tuen Mun	P1	11	454	2	34	0	501
	P2	8	526	10	34	0	578
	P3	1	380	5	29	0	415
	P4	9	444	9	26	0	488
	P5	7	472	0	27	0	506
	P6	25	527	0	0	0	552
	All Grades	61	2 803	26	150	0	3 040

Appendix 1(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	0	109	0	31	0	140
	P2	2	102	0	54	0	158
	P3	- 1	- 68	0	31	0	- 38
	P4	- 8	- 58	0	52	0	- 14
	P5	- 5	52	0	47	0	94
	P6	- 8	- 40	0	45	0	- 3
	All Grades	- 20	97	0	260	0	337
Kwai Tsing	P1	0	280	4	0	0	284
	P2	0	229	5	0	0	234
	P3	0	106	- 6	0	0	100
	P4	0	140	0	0	0	140
	P5	0	- 7	0	0	0	- 7
	P6	0	- 33	0	0	0	- 33
	All Grades	0	715	3	0	0	718
Islands	P1	0	201	0	0	- 5	196
	P2	0	208	0	0	5	213
	P3	0	178	0	0	8	186
	P4	0	68	0	0	7	75
	P5	0	50	0	1	18	69
	P6	0	12	0	0	26	38
	All Grades	0	717	0	1	59	777

Appendix 1(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	246	4 096	196	1 348	332	6 218
	P2	243	4 589	229	1 431	340	6 832
	P3	188	2 548	61	1 121	328	4 246
	P4	149	2 975	124	1 117	314	4 679
	P5	78	2 635	74	1 114	344	4 245
	P6	101	1 584	56	990	399	3 130
	All Grades	1 005	18 427	740	7 121	2 057	29 350

- Notes:
- (1) Figures refer to the position as at September of the school year.
 - (2) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

Table 1: Number of Secondary Day Schools by District and by Sector, 2008/09 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	4	17
Wan Chai	3	9	1	2	2	2	19
Eastern	4	24	0	4	2	6	40
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	1	0	19
Sham Shui Po	1	15	1	8	5	1	31
Kowloon City	3	28	0	5	2	5	43
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	1	7	1	0	36
Sai Kung	1	18	0	8	0	0	27
Sha Tin	3	38	0	7	2	1	51
Tai Po	2	19	0	2	1	0	24
North	2	17	0	1	1	0	21
Yuen Long	4	30	0	4	12	0	50
Tuen Mun	2	36	0	0	0	0	38
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	2	31	0	1	0	0	34
Islands	1	8	0	2	2	0	13
All Districts	35	367	4	60	37	24	527

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Number of Operating Classes, Places and Students in Secondary Day Schools by District, by Grade and by Sector, 2008/09 School Year

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	5	200	192	37	1 480	1 442	0	0	0	15	493	507	0	0	0	12	345	317	69	2 518	2 458
	S2	5	200	201	37	1 480	1 448	0	0	0	15	495	504	0	0	0	12	334	311	69	2 509	2 464
	S3	5	200	195	37	1 480	1 457	0	0	0	15	493	471	0	0	0	12	325	297	69	2 498	2 420
	S4	5	200	187	37	1 480	1 443	0	0	0	14	460	432	0	0	0	11	308	279	67	2 448	2 341
	S5	5	200	191	37	1 480	1 385	0	0	0	14	460	394	0	0	0	11	308	255	67	2 448	2 225
	S6	4	120	121	21	624	663	0	0	0	8	254	238	2	45	45	9	270	232	44	1 313	1 299
	S7	4	120	114	21	619	571	0	0	0	8	251	194	1	31	31	10	290	233	44	1 311	1 143
	All Grades	33	1 240	1 201	227	8 643	8 409	0	0	0	89	2 906	2 740	3	76	76	77	2 180	1 924	429	15 045	14 350
Wan Chai	S1	13	520	519	42	1 680	1 530	2	80	28	6	240	244	0	0	0	6	156	136	69	2 676	2 457
	S2	13	520	514	42	1 680	1 563	2	80	59	6	240	240	0	0	0	6	156	135	69	2 676	2 511
	S3	13	520	506	42	1 679	1 523	2	80	72	6	240	236	0	0	0	4	105	86	67	2 624	2 423
	S4	15	600	574	44	1 748	1 566	4	160	162	16	610	572	1	16	16	4	105	90	84	3 239	2 980
	S5	15	600	570	43	1 720	1 567	2	80	90	21	800	650	4	155	85	4	105	85	89	3 460	3 047
	S6	9	270	262	24	715	736	2	60	64	4	120	120	7	232	192	4	105	71	50	1 502	1 445
	S7	9	270	220	24	715	641	2	60	75	4	100	82	6	182	158	4	105	65	49	1 432	1 241
	All Grades	87	3 300	3 165	261	9 937	9 126	16	600	550	63	2 350	2 144	18	585	451	32	837	668	477	17 609	16 104
Eastern	S1	18	720	706	112	4 480	3 911	0	0	0	16	615	548	0	0	0	17	515	414	163	6 330	5 579
	S2	18	720	702	112	4 480	4 053	0	0	0	17	655	603	0	0	0	17	515	389	164	6 370	5 747
	S3	18	720	703	112	4 480	3 930	0	0	0	17	655	566	0	0	0	17	480	382	164	6 335	5 581
	S4	19	760	746	104	4 159	3 984	0	0	0	17	655	625	1	40	18	14	375	281	155	5 989	5 654
	S5	19	760	729	105	4 200	3 822	0	0	0	17	680	616	6	242	147	13	345	282	160	6 227	5 596
	S6	10	300	312	46	1 380	1 462	0	0	0	9	280	285	5	191	142	12	320	279	82	2 471	2 480
	S7	10	300	281	46	1 380	1 350	0	0	0	9	270	234	5	160	106	6	150	111	76	2 260	2 082
	All Grades	112	4 280	4 179	637	24 559	22 512	0	0	0	102	3 810	3 477	17	633	413	96	2 700	2 138	964	35 982	32 719

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Southern	S1	0	0	0	58	2 320	2 047	0	0	0	12	420	390	7	184	182	30	808	810	107	3 732	3 429
	S2	0	0	0	60	2 400	2 156	0	0	0	11	440	381	7	184	176	30	794	781	108	3 818	3 494
	S3	0	0	0	59	2 360	2 170	0	0	0	9	360	320	7	178	152	28	744	733	103	3 642	3 375
	S4	0	0	0	60	2 400	2 281	0	0	0	5	200	189	6	156	150	28	740	706	99	3 496	3 326
	S5	0	0	0	60	2 390	2 050	0	0	0	5	200	173	1	28	11	28	744	670	94	3 362	2 904
	S6	0	0	0	25	750	787	0	0	0	3	90	94	1	28	6	28	744	617	57	1 612	1 504
	S7	0	0	0	25	750	678	0	0	0	3	90	74	0	0	0	26	688	565	54	1 528	1 317
	All Grades	0	0	0	347	13 370	12 169	0	0	0	48	1 800	1 621	29	758	677	198	5 262	4 882	622	21 190	19 349
Yau Tsim Mong	S1	9	360	332	52	2 063	2 009	4	160	133	13	520	535	0	0	0	0	0	0	78	3 103	3 009
	S2	9	360	329	53	2 103	2 105	4	160	149	13	520	535	0	0	0	0	0	0	79	3 143	3 118
	S3	9	360	322	53	2 103	2 100	4	150	165	13	503	492	0	0	0	0	0	0	79	3 116	3 079
	S4	10	400	341	52	2 080	2 066	4	160	162	12	480	432	0	0	0	0	0	0	78	3 120	3 001
	S5	9	360	279	51	2 023	1 940	4	160	159	13	520	467	0	0	0	0	0	0	77	3 063	2 845
	S6	3	90	90	40	1 200	1 277	2	60	68	6	180	183	0	0	0	0	0	0	51	1 530	1 618
	S7	3	90	82	40	1 200	1 169	2	60	59	6	180	138	0	0	0	0	0	0	51	1 530	1 448
	All Grades	52	2 020	1 775	341	12 772	12 666	24	910	895	76	2 903	2 782	0	0	0	0	0	0	493	18 605	18 118
Sham Shui Po	S1	6	240	190	74	2 960	2 752	5	200	192	34	1 370	1 217	5	150	141	1	15	13	125	4 935	4 505
	S2	6	240	190	75	3 000	2 865	5	200	195	35	1 410	1 321	5	150	107	1	15	15	127	5 015	4 693
	S3	6	240	170	72	2 880	2 788	5	200	191	33	1 335	1 336	2	60	41	1	15	11	119	4 730	4 537
	S4	5	200	192	69	2 760	2 720	4	156	173	32	1 315	1 275	7	295	167	1	20	20	118	4 746	4 547
	S5	5	200	188	67	2 680	2 564	4	154	157	31	1 280	1 205	11	475	377	1	20	20	119	4 809	4 511
	S6	2	60	60	31	927	969	3	90	91	14	450	468	12	500	360	1	15	14	63	2 042	1 962
	S7	2	60	61	31	930	915	3	82	90	13	420	407	10	410	250	0	0	0	59	1 902	1 723
	All Grades	32	1 240	1 051	419	16 137	15 573	29	1 082	1 089	192	7 580	7 229	52	2 040	1 443	6	100	93	730	28 179	26 478

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Kowloon City	S1	8	320	307	144	5 760	5 341	0	0	0	16	608	557	6	150	130	18	498	493	192	7 336	6 828
	S2	8	320	311	144	5 747	5 525	0	0	0	15	575	571	6	150	123	18	498	486	191	7 290	7 016
	S3	8	320	304	141	5 635	5 420	0	0	0	17	687	593	6	150	118	17	482	434	189	7 274	6 869
	S4	8	320	308	138	5 510	5 384	0	0	0	24	945	868	6	150	120	18	512	449	194	7 437	7 129
	S5	8	320	310	138	5 512	5 183	0	0	0	28	1 062	995	7	235	181	16	457	409	197	7 586	7 078
	S6	4	120	121	65	1 947	1 993	0	0	0	18	698	663	11	432	336	15	384	335	113	3 581	3 448
	S7	4	120	117	65	1 945	1 795	0	0	0	16	638	555	8	296	186	9	213	190	102	3 212	2 843
	All Grades	48	1 840	1 778	835	32 056	30 641	0	0	0	134	5 213	4 802	50	1 563	1 194	111	3 044	2 796	1 178	43 716	41 211
Wong Tai Sin	S1	3	120	73	105	4 167	3 905	0	0	0	6	240	253	4	136	95	0	0	0	118	4 663	4 326
	S2	4	160	152	108	4 287	4 119	0	0	0	6	240	264	4	136	118	0	0	0	122	4 823	4 653
	S3	3	120	103	107	4 247	4 037	0	0	0	6	255	222	3	102	90	0	0	0	119	4 724	4 452
	S4	4	160	146	100	3 967	3 998	0	0	0	6	255	209	2	68	71	0	0	0	112	4 450	4 424
	S5	4	160	151	99	3 960	3 775	0	0	0	6	250	207	4	143	112	0	0	0	113	4 513	4 245
	S6	2	60	61	45	1 345	1 402	0	0	0	3	90	84	3	107	89	0	0	0	53	1 602	1 636
	S7	2	60	50	45	1 350	1 295	0	0	0	3	90	66	2	80	86	0	0	0	52	1 580	1 497
	All Grades	22	840	736	609	23 323	22 531	0	0	0	36	1 420	1 305	22	772	661	0	0	0	689	26 355	25 233
Kwun Tong	S1	9	360	357	126	5 040	4 675	6	240	223	27	1 049	799	0	0	0	0	0	0	168	6 689	6 054
	S2	9	360	360	127	5 080	4 799	6	240	234	30	1 179	1 023	0	0	0	0	0	0	172	6 859	6 416
	S3	9	360	339	126	5 040	4 681	6	240	225	31	1 210	1 074	0	0	0	0	0	0	172	6 850	6 319
	S4	9	360	364	116	4 640	4 540	6	240	244	31	1 215	1 199	3	130	91	0	0	0	165	6 585	6 438
	S5	9	360	338	117	4 680	4 475	6	240	261	30	1 185	1 173	4	180	178	0	0	0	166	6 645	6 425
	S6	5	150	151	51	1 530	1 621	2	60	69	13	405	427	2	90	83	0	0	0	73	2 235	2 351
	S7	5	150	141	52	1 560	1 556	2	60	66	12	365	362	2	90	67	0	0	0	73	2 225	2 192
	All Grades	55	2 100	2 050	715	27 570	26 347	34	1 320	1 322	174	6 608	6 057	11	490	419	0	0	0	989	38 088	36 195

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	S1	6	240	194	90	3 600	3 191	0	0	0	35	1 120	984	0	0	0	0	0	0	131	4 960	4 369
	S2	6	240	201	94	3 760	3 514	0	0	0	34	1 115	1 063	0	0	0	0	0	0	134	5 115	4 778
	S3	5	200	200	94	3 760	3 383	0	0	0	29	935	819	0	0	0	0	0	0	128	4 895	4 402
	S4	5	200	191	78	3 120	3 141	0	0	0	31	1 110	1 034	0	0	0	0	0	0	114	4 430	4 366
	S5	5	200	200	76	3 040	2 922	0	0	0	32	1 150	999	0	0	0	0	0	0	113	4 390	4 121
	S6	2	60	60	36	1 080	1 126	0	0	0	9	270	265	0	0	0	0	0	0	47	1 410	1 451
	S7	2	60	61	34	1 020	1 004	0	0	0	7	210	229	0	0	0	0	0	0	43	1 290	1 294
	All Grades	31	1 200	1 107	502	19 380	18 281	0	0	0	177	5 910	5 393	0	0	0	0	0	0	710	26 490	24 781
Sha Tin	S1	9	360	357	171	6 810	5 968	0	0	0	24	837	812	12	234	228	6	180	175	222	8 421	7 540
	S2	9	360	359	177	7 050	6 542	0	0	0	23	812	807	11	231	232	6	180	177	226	8 633	8 117
	S3	9	360	355	177	7 050	6 504	0	0	0	25	880	827	11	231	217	6	180	180	228	8 701	8 083
	S4	10	400	410	176	7 010	6 766	0	0	0	20	700	647	10	182	157	6	180	178	222	8 472	8 158
	S5	13	520	477	177	7 074	6 723	0	0	0	15	545	460	9	156	139	6	180	170	220	8 475	7 969
	S6	4	120	125	79	2 370	2 432	0	0	0	20	542	600	7	107	103	9	162	161	119	3 301	3 421
	S7	6	180	176	79	2 370	2 266	0	0	0	20	542	568	7	102	93	9	162	146	121	3 356	3 249
	All Grades	60	2 300	2 259	1 036	39 734	37 201	0	0	0	147	4 858	4 721	67	1 243	1 169	48	1 224	1 187	1 358	49 359	46 537
Tai Po	S1	8	320	181	81	3 229	2 726	0	0	0	9	360	254	0	0	0	0	0	0	98	3 909	3 161
	S2	9	360	249	82	3 280	2 996	0	0	0	10	400	385	0	0	0	0	0	0	101	4 040	3 630
	S3	9	360	266	83	3 304	3 001	0	0	0	10	400	368	0	0	0	0	0	0	102	4 064	3 635
	S4	9	360	334	95	3 799	3 690	0	0	0	10	400	401	2	80	38	0	0	0	116	4 639	4 463
	S5	8	320	315	97	3 880	3 714	0	0	0	10	400	404	6	240	127	0	0	0	121	4 840	4 560
	S6	4	120	123	40	1 200	1 248	0	0	0	4	120	135	3	90	74	0	0	0	51	1 530	1 580
	S7	4	120	123	40	1 200	1 168	0	0	0	4	120	129	4	120	67	0	0	0	52	1 560	1 487
	All Grades	51	1 960	1 591	518	19 892	18 543	0	0	0	57	2 200	2 076	15	530	306	0	0	0	641	24 582	22 516

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
North	S1	6	240	150	83	3 320	3 128	0	0	0	5	200	197	0	0	0	0	0	0	94	3 760	3 475
	S2	8	320	292	83	3 320	3 188	0	0	0	5	199	204	0	0	0	0	0	0	96	3 839	3 684
	S3	10	400	348	83	3 320	3 153	0	0	0	5	200	217	0	0	0	0	0	0	98	3 920	3 718
	S4	9	360	354	83	3 320	3 277	0	0	0	5	200	212	0	0	0	0	0	0	97	3 880	3 843
	S5	9	360	338	83	3 320	3 205	0	0	0	5	199	211	4	180	174	0	0	0	101	4 059	3 928
	S6	4	120	119	34	1 020	1 089	0	0	0	2	60	65	2	90	89	0	0	0	42	1 290	1 362
	S7	4	120	119	34	1 020	1 015	0	0	0	2	60	64	2	90	66	0	0	0	42	1 290	1 264
	All Grades	50	1 920	1 720	483	18 640	18 055	0	0	0	29	1 118	1 170	8	360	329	0	0	0	570	22 038	21 274
Yuen Long	S1	20	800	796	148	5 880	5 496	0	0	0	21	780	609	0	0	0	0	0	0	189	7 460	6 901
	S2	20	800	802	152	6 040	5 785	0	0	0	22	818	695	0	0	0	0	0	0	194	7 658	7 282
	S3	20	800	807	156	6 200	5 937	0	0	0	19	779	654	0	0	0	0	0	0	195	7 779	7 398
	S4	20	800	792	141	5 640	5 560	0	0	0	16	601	542	8	172	153	0	0	0	185	7 213	7 047
	S5	20	800	797	140	5 597	5 438	0	0	0	14	545	547	23	802	713	0	0	0	197	7 744	7 495
	S6	9	270	278	52	1 560	1 620	0	0	0	6	190	199	9	358	300	0	0	0	76	2 378	2 397
	S7	9	270	260	52	1 560	1 562	0	0	0	6	190	177	8	264	229	0	0	0	75	2 284	2 228
	All Grades	118	4 540	4 532	841	32 477	31 398	0	0	0	104	3 903	3 423	48	1 596	1 395	0	0	0	1 111	42 516	40 748
Tuen Mun	S1	10	400	400	161	6 439	5 747	0	0	0	0	0	0	0	0	0	0	0	0	171	6 839	6 147
	S2	10	400	400	169	6 759	6 196	0	0	0	0	0	0	0	0	0	0	0	0	179	7 159	6 596
	S3	10	400	411	173	6 920	6 294	0	0	0	0	0	0	0	0	0	0	0	0	183	7 320	6 705
	S4	10	400	399	162	6 480	6 425	0	0	0	0	0	0	0	0	0	0	0	0	172	6 880	6 824
	S5	10	400	410	165	6 596	6 498	0	0	0	0	0	0	0	0	0	0	0	0	175	6 996	6 908
	S6	5	150	157	66	1 980	2 107	0	0	0	0	0	0	0	0	0	0	0	0	71	2 130	2 264
	S7	5	150	156	66	1 980	1 996	0	0	0	0	0	0	0	0	0	0	0	0	71	2 130	2 152
	All Grades	60	2 300	2 333	962	37 154	35 263	0	0	0	0	0	0	0	0	0	0	0	0	1 022	39 454	37 596

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors			
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	
Tsuen Wan	S1	5	200	200	58	2 320	2 173	0	0	0	0	0	0	0	0	0	0	0	0	0	63	2 520	2 373
	S2	5	200	203	58	2 320	2 317	0	0	0	0	0	0	0	0	0	0	0	0	0	63	2 520	2 520
	S3	5	200	203	58	2 320	2 281	0	0	0	0	0	0	0	0	0	0	0	0	0	63	2 520	2 484
	S4	5	200	204	54	2 159	2 171	0	0	0	0	0	0	0	0	0	0	0	0	0	59	2 359	2 375
	S5	5	200	200	55	2 199	2 166	0	0	0	0	0	0	0	0	0	0	0	0	0	60	2 399	2 366
	S6	3	90	89	23	690	723	0	0	0	0	0	0	0	0	0	0	0	0	0	26	780	812
	S7	3	90	84	23	690	674	0	0	0	0	0	0	0	0	0	0	0	0	0	26	780	758
	All Grades	31	1 180	1 183	329	12 698	12 505	0	0	0	0	0	0	0	0	0	0	0	0	0	360	13 878	13 688
Kwai Tsing	S1	0	0	0	144	5 750	5 470	0	0	0	3	81	76	0	0	0	0	0	0	0	147	5 831	5 546
	S2	0	0	0	150	5 990	5 863	0	0	0	3	81	90	0	0	0	0	0	0	0	153	6 071	5 953
	S3	2	80	50	150	5 990	5 723	0	0	0	3	81	87	0	0	0	0	0	0	0	155	6 151	5 860
	S4	0	0	0	141	5 632	5 686	0	0	0	2	80	85	0	0	0	0	0	0	0	143	5 712	5 771
	S5	7	280	209	140	5 581	5 554	0	0	0	2	80	81	0	0	0	0	0	0	0	149	5 941	5 844
	S6	0	0	0	63	1 890	1 983	0	0	0	1	35	38	0	0	0	0	0	0	0	64	1 925	2 021
	S7	4	120	114	63	1 890	1 855	0	0	0	1	35	36	0	0	0	0	0	0	0	68	2 045	2 005
	All Grades	13	480	373	851	32 723	32 134	0	0	0	15	473	493	0	0	0	0	0	0	0	879	33 676	33 000
Islands	S1	4	160	120	30	1 200	1 125	0	0	0	4	148	120	4	120	84	0	0	0	0	42	1 628	1 449
	S2	3	120	119	30	1 200	1 130	0	0	0	4	148	143	7	135	114	0	0	0	0	44	1 603	1 506
	S3	4	160	134	30	1 200	1 090	0	0	0	4	148	143	1	15	23	0	0	0	0	39	1 523	1 390
	S4	3	120	115	28	1 120	1 062	0	0	0	10	388	366	1	9	13	0	0	0	0	42	1 637	1 556
	S5	3	120	110	27	1 080	1 013	0	0	0	10	388	301	1	19	12	0	0	0	0	41	1 607	1 436
	S6	1	30	26	13	390	406	0	0	0	3	90	102	0	0	0	0	0	0	0	17	510	534
	S7	1	30	28	11	330	320	0	0	0	2	60	57	0	0	0	0	0	0	0	14	420	405
	All Grades	19	740	652	169	6 520	6 146	0	0	0	37	1 370	1 232	14	298	246	0	0	0	0	239	8 928	8 276

Appendix 1(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	S1	139	5 560	5 074	1 716	68 498	62 636	17	680	576	246	9 081	8 102	38	974	860	90	2 517	2 358	2 246	87 310	79 606
	S2	142	5 680	5 384	1 753	69 976	66 164	17	680	637	249	9 327	8 829	40	986	870	90	2 492	2 294	2 291	89 141	84 178
	S3	145	5 800	5 416	1 753	69 968	65 472	17	670	653	242	9 161	8 425	30	736	641	85	2 331	2 123	2 272	88 666	82 730
	S4	146	5 840	5 657	1 678	67 024	65 760	18	716	741	251	9 614	9 088	47	1 298	994	82	2 240	2 003	2 222	86 732	84 243
	S5	154	6 160	5 812	1 677	67 012	63 994	16	634	667	253	9 744	8 883	80	2 855	2 256	79	2 159	1 891	2 259	88 564	83 503
	S6	71	2 130	2 155	754	22 598	23 644	9	270	292	123	3 874	3 966	64	2 270	1 819	78	2 000	1 709	1 099	33 142	33 585
	S7	77	2 310	2 187	751	22 509	21 830	9	262	290	116	3 621	3 372	55	1 825	1 339	64	1 608	1 310	1 072	32 135	30 328
	All Grades	874	33 480	31 685	10 082	387 585	369 500	103	3 912	3 856	1 480	54 422	50 665	354	10 944	8 779	568	15 347	13 688	13 461	505 690	478 173

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September of the school year.
 - (3) Figures on operating classes in a very small number of schools (primarily outside the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
 - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 3: Number of Vacant Places in Secondary Day Schools by District, by Grade and by Sector, 2008/09 School Year

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	8	38	0	- 14	0	28	60
	S2	- 1	32	0	- 9	0	23	45
	S3	5	23	0	22	0	28	78
	S4	13	37	0	28	0	29	107
	S5	9	95	0	66	0	53	223
	S6	- 1	- 39	0	16	0	38	14
	S7	6	48	0	57	0	57	168
	All Grades	39	234	0	166	0	256	695
Wan Chai	S1	1	150	52	- 4	0	20	219
	S2	6	117	21	0	0	21	165
	S3	14	156	8	4	0	19	201
	S4	26	182	- 2	38	0	15	259
	S5	30	153	- 10	150	70	20	413
	S6	8	- 21	- 4	0	40	34	57
	S7	50	74	- 15	18	24	40	191
	All Grades	135	811	50	206	134	169	1 505
Eastern	S1	14	569	0	67	0	101	751
	S2	18	427	0	52	0	126	623
	S3	17	550	0	89	0	98	754
	S4	14	175	0	30	22	94	335
	S5	31	378	0	64	95	63	631
	S6	- 12	- 82	0	- 5	49	41	- 9
	S7	19	30	0	36	54	39	178
	All Grades	101	2 047	0	333	220	562	3 263

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	273	0	30	2	- 2	303
	S2	0	244	0	59	8	13	324
	S3	0	190	0	40	26	11	267
	S4	0	119	0	11	6	34	170
	S5	0	340	0	27	17	74	458
	S6	0	- 37	0	- 4	22	127	108
	S7	0	72	0	16	0	123	211
	All Grades	0	1 201	0	179	81	380	1 841
Yau Tsim Mong	S1	28	54	27	- 15	0	0	94
	S2	31	- 2	11	- 15	0	0	25
	S3	38	3	- 15	11	0	0	37
	S4	59	14	- 2	48	0	0	119
	S5	81	83	1	53	0	0	218
	S6	0	- 77	- 8	- 3	0	0	- 88
	S7	8	31	1	42	0	0	82
	All Grades	245	106	15	121	0	0	487
Sham Shui Po	S1	50	208	8	153	9	2	430
	S2	50	135	5	89	43	0	322
	S3	70	92	9	- 1	19	4	193
	S4	8	40	- 17	40	128	0	199
	S5	12	116	- 3	75	98	0	298
	S6	0	- 42	- 1	- 18	140	1	80
	S7	- 1	15	- 8	13	160	0	179
	All Grades	189	564	- 7	351	597	7	1 701

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	13	419	0	51	20	5	508
	S2	9	222	0	4	27	12	274
	S3	16	215	0	94	32	48	405
	S4	12	126	0	77	30	63	308
	S5	10	329	0	67	54	48	508
	S6	- 1	- 46	0	35	96	49	133
	S7	3	150	0	83	110	23	369
	All Grades	62	1 415	0	411	369	248	2 505
Wong Tai Sin	S1	47	262	0	- 13	41	0	337
	S2	8	168	0	- 24	18	0	170
	S3	17	210	0	33	12	0	272
	S4	14	- 31	0	46	- 3	0	26
	S5	9	185	0	43	31	0	268
	S6	- 1	- 57	0	6	18	0	- 34
	S7	10	55	0	24	- 6	0	83
	All Grades	104	792	0	115	111	0	1 122
Kwun Tong	S1	3	365	17	250	0	0	635
	S2	0	281	6	156	0	0	443
	S3	21	359	15	136	0	0	531
	S4	- 4	100	- 4	16	39	0	147
	S5	22	205	- 21	12	2	0	220
	S6	- 1	- 91	- 9	- 22	7	0	- 116
	S7	9	4	- 6	3	23	0	33
	All Grades	50	1 223	- 2	551	71	0	1 893

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	46	409	0	136	0	0	591
	S2	39	246	0	52	0	0	337
	S3	0	377	0	116	0	0	493
	S4	9	- 21	0	76	0	0	64
	S5	0	118	0	151	0	0	269
	S6	0	- 46	0	5	0	0	- 41
	S7	- 1	16	0	- 19	0	0	- 4
	All Grades	93	1 099	0	517	0	0	1 709
Sha Tin	S1	3	842	0	25	6	5	881
	S2	1	508	0	5	- 1	3	516
	S3	5	546	0	53	14	0	618
	S4	- 10	244	0	53	25	2	314
	S5	43	351	0	85	17	10	506
	S6	- 5	- 62	0	- 58	4	1	- 120
	S7	4	104	0	- 26	9	16	107
	All Grades	41	2 533	0	137	74	37	2 822
Tai Po	S1	139	503	0	106	0	0	748
	S2	111	284	0	15	0	0	410
	S3	94	303	0	32	0	0	429
	S4	26	109	0	- 1	42	0	176
	S5	5	166	0	- 4	113	0	280
	S6	- 3	- 48	0	- 15	16	0	- 50
	S7	- 3	32	0	- 9	53	0	73
	All Grades	369	1 349	0	124	224	0	2 066

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	90	192	0	3	0	0	285
	S2	28	132	0	- 5	0	0	155
	S3	52	167	0	- 17	0	0	202
	S4	6	43	0	- 12	0	0	37
	S5	22	115	0	- 12	6	0	131
	S6	1	- 69	0	- 5	1	0	- 72
	S7	1	5	0	- 4	24	0	26
	All Grades	200	585	0	- 52	31	0	764
Yuen Long	S1	4	384	0	171	0	0	559
	S2	- 2	255	0	123	0	0	376
	S3	- 7	263	0	125	0	0	381
	S4	8	80	0	59	19	0	166
	S5	3	159	0	- 2	89	0	249
	S6	- 8	- 60	0	- 9	58	0	- 19
	S7	10	- 2	0	13	35	0	56
	All Grades	8	1 079	0	480	201	0	1 768
Tuen Mun	S1	0	692	0	0	0	0	692
	S2	0	563	0	0	0	0	563
	S3	- 11	626	0	0	0	0	615
	S4	1	55	0	0	0	0	56
	S5	- 10	98	0	0	0	0	88
	S6	- 7	- 127	0	0	0	0	- 134
	S7	- 6	- 16	0	0	0	0	- 22
	All Grades	- 33	1 891	0	0	0	0	1 858

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	0	147	0	0	0	0	147
	S2	- 3	3	0	0	0	0	0
	S3	- 3	39	0	0	0	0	36
	S4	- 4	- 12	0	0	0	0	- 16
	S5	0	33	0	0	0	0	33
	S6	1	- 33	0	0	0	0	- 32
	S7	6	16	0	0	0	0	22
	All Grades	- 3	193	0	0	0	0	190
Kwai Tsing	S1	0	280	0	5	0	0	285
	S2	0	127	0	- 9	0	0	118
	S3	30	267	0	- 6	0	0	291
	S4	0	- 54	0	- 5	0	0	- 59
	S5	71	27	0	- 1	0	0	97
	S6	0	- 93	0	- 3	0	0	- 96
	S7	6	35	0	- 1	0	0	40
	All Grades	107	589	0	- 20	0	0	676
Islands	S1	40	75	0	28	36	0	179
	S2	1	70	0	5	21	0	97
	S3	26	110	0	5	- 8	0	133
	S4	5	58	0	22	- 4	0	81
	S5	10	67	0	87	7	0	171
	S6	4	- 16	0	- 12	0	0	- 24
	S7	2	10	0	3	0	0	15
	All Grades	88	374	0	138	52	0	652

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	486	5 862	104	979	114	159	7 704
	S2	296	3 812	43	498	116	198	4 963
	S3	384	4 496	17	736	95	208	5 936
	S4	183	1 264	- 25	526	304	237	2 489
	S5	348	3 018	- 33	861	599	268	5 061
	S6	- 25	-1 046	- 22	- 92	451	291	- 443
	S7	123	679	- 28	249	486	298	1 807
	All Grades	1 795	18 085	56	3 757	2 165	1 659	27 517

- Notes:
- (1) Figures refer to the position as at September of the school year.
 - (2) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

Table 1: Number of Kindergartens by District and by Type, 2009/10 School Year

District	Non-Profit Making	Private Independent	All Types
Central & Western	34	10	44
Wan Chai	26	6	32
Eastern	64	18	82
Southern	24	16	40
Yau Tsim Mong	30	6	36
Sham Shui Po	40	1	41
Kowloon City	58	26	84
Wong Tai Sin	46	0	46
Kwun Tong	68	2	70
Sai Kung	47	10	57
Sha Tin	59	13	72
Tai Po	28	7	35
North	40	3	43
Yuen Long	69	5	74
Tuen Mun	58	5	63
Tsuen Wan	30	5	35
Kwai Tsing	61	3	64
Islands	25	7	32
All Districts	807	143	950

Notes: (1) Figures do not include special schools.

(2) Figures include kindergarten-cum-child care centres.

Table 2: Number of Places and Students in Kindergartens by District, by Grade and by Type, 2009/10 School Year

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	2 140	1 624	320	213	2 460	1 837
	K2	2 043	1 656	340	238	2 383	1 894
	K3	1 820	1 419	318	214	2 138	1 633
	All Grades	6 003	4 699	978	665	6 981	5 364
Wan Chai	K1	2 138	1 610	167	106	2 305	1 716
	K2	2 226	1 606	240	167	2 466	1 773
	K3	2 254	1 603	213	159	2 467	1 762
	All Grades	6 618	4 819	620	432	7 238	5 251
Eastern	K1	3 526	2 499	1 101	803	4 627	3 302
	K2	3 758	2 676	738	562	4 496	3 238
	K3	3 884	2 677	848	570	4 732	3 247
	All Grades	11 168	7 852	2 687	1 935	13 855	9 787
Southern	K1	1 115	885	975	584	2 090	1 469
	K2	1 457	1 061	708	397	2 165	1 458
	K3	1 617	1 107	358	227	1 975	1 334
	All Grades	4 189	3 053	2 041	1 208	6 230	4 261
Yau Tsim Mong	K1	1 687	1 295	491	346	2 178	1 641
	K2	1 795	1 342	373	272	2 168	1 614
	K3	1 740	1 321	223	146	1 963	1 467
	All Grades	5 222	3 958	1 087	764	6 309	4 722
Sham Shui Po	K1	3 264	2 316	24	8	3 288	2 324
	K2	3 112	2 295	26	9	3 138	2 304
	K3	3 489	2 492	30	9	3 519	2 501
	All Grades	9 865	7 103	80	26	9 945	7 129
Kowloon City	K1	4 636	3 668	3 461	2 868	8 097	6 536
	K2	4 780	3 745	3 060	2 668	7 840	6 413
	K3	4 608	3 576	2 584	2 264	7 192	5 840
	All Grades	14 024	10 989	9 105	7 800	23 129	18 789
Wong Tai Sin	K1	2 650	1 979	0	0	2 650	1 979
	K2	2 783	1 999	0	0	2 783	1 999
	K3	2 931	2 128	0	0	2 931	2 128
	All Grades	8 364	6 106	0	0	8 364	6 106

Appendix 2(a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	4 464	3 317	144	64	4 608	3 381
	K2	4 560	3 351	117	72	4 677	3 423
	K3	4 751	3 494	39	30	4 790	3 524
	All Grades	13 775	10 162	300	166	14 075	10 328
Sai Kung	K1	2 694	1 982	422	339	3 116	2 321
	K2	2 750	1 987	316	250	3 066	2 237
	K3	2 453	1 812	334	263	2 787	2 075
	All Grades	7 897	5 781	1 072	852	8 969	6 633
Sha Tin	K1	3 745	2 816	594	464	4 339	3 280
	K2	3 921	2 903	666	492	4 587	3 395
	K3	3 695	2 725	727	522	4 422	3 247
	All Grades	11 361	8 444	1 987	1 478	13 348	9 922
Tai Po	K1	1 612	1 257	474	332	2 086	1 589
	K2	1 570	1 245	439	320	2 009	1 565
	K3	1 449	1 162	538	334	1 987	1 496
	All Grades	4 631	3 664	1 451	986	6 082	4 650
North	K1	3 168	2 694	67	46	3 235	2 740
	K2	3 145	2 701	79	54	3 224	2 755
	K3	3 135	2 714	116	77	3 251	2 791
	All Grades	9 448	8 109	262	177	9 710	8 286
Yuen Long	K1	5 140	3 873	203	140	5 343	4 013
	K2	4 961	3 798	193	139	5 154	3 937
	K3	4 913	3 717	365	255	5 278	3 972
	All Grades	15 014	11 388	761	534	15 775	11 922
Tuen Mun	K1	3 996	2 891	164	99	4 160	2 990
	K2	3 990	2 930	133	69	4 123	2 999
	K3	3 840	2 811	137	74	3 977	2 885
	All Grades	11 826	8 632	434	242	12 260	8 874
Tsuen Wan	K1	1 916	1 598	278	182	2 194	1 780
	K2	2 015	1 686	198	136	2 213	1 822
	K3	1 890	1 566	208	129	2 098	1 695
	All Grades	5 821	4 850	684	447	6 505	5 297
Kwai Tsing	K1	3 931	3 031	212	163	4 143	3 194
	K2	4 148	3 190	254	174	4 402	3 364
	K3	4 122	3 099	205	146	4 327	3 245
	All Grades	12 201	9 320	671	483	12 872	9 803

Appendix 2(a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 223	826	320	191	1 543	1 017
	K2	1 473	1 010	293	203	1 766	1 213
	K3	1 525	1 039	155	109	1 680	1 148
	All Grades	4 221	2 875	768	503	4 989	3 378
All Districts	K1	53 045	40 161	9 417	6 948	62 462	47 109
	K2	54 487	41 181	8 173	6 222	62 660	47 403
	K3	54 116	40 462	7 398	5 528	61 514	45 990
	All Grades	161 648	121 804	24 988	18 698	186 636	140 502

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September of the school year.
- (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
- (4) Figures on places do not include vacant classrooms and vacant child care centre portions.
- (5) As planning on pre-primary services is based on number of places instead of number of classes, information on operating classes is not available.

Table 3: Number of Vacant Places in Kindergartens by District, by Grade and by Type, 2009/10 School Year

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	516	107	623
	K2	387	102	489
	K3	401	104	505
	All Grades	1 304	313	1 617
Wan Chai	K1	528	61	589
	K2	620	73	693
	K3	651	54	705
	All Grades	1 799	188	1 987
Eastern	K1	1 027	298	1 325
	K2	1 082	176	1 258
	K3	1 207	278	1 485
	All Grades	3 316	752	4 068
Southern	K1	230	391	621
	K2	396	311	707
	K3	510	131	641
	All Grades	1 136	833	1 969
Yau Tsim Mong	K1	392	145	537
	K2	453	101	554
	K3	419	77	496
	All Grades	1 264	323	1 587
Sham Shui Po	K1	948	16	964
	K2	817	17	834
	K3	997	21	1 018
	All Grades	2 762	54	2 816
Kowloon City	K1	968	593	1 561
	K2	1 035	392	1 427
	K3	1 032	320	1 352
	All Grades	3 035	1 305	4 340
Wong Tai Sin	K1	671	0	671
	K2	784	0	784
	K3	803	0	803
	All Grades	2 258	0	2 258

Appendix 2(a) (Cont'd.)

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	1 147	80	1 227
	K2	1 209	45	1 254
	K3	1 257	9	1 266
	All Grades	3 613	134	3 747
Sai Kung	K1	712	83	795
	K2	763	66	829
	K3	641	71	712
	All Grades	2 116	220	2 336
Sha Tin	K1	929	130	1 059
	K2	1 018	174	1 192
	K3	970	205	1 175
	All Grades	2 917	509	3 426
Tai Po	K1	355	142	497
	K2	325	119	444
	K3	287	204	491
	All Grades	967	465	1 432
North	K1	474	21	495
	K2	444	25	469
	K3	421	39	460
	All Grades	1 339	85	1 424
Yuen Long	K1	1 267	63	1 330
	K2	1 163	54	1 217
	K3	1 196	110	1 306
	All Grades	3 626	227	3 853
Tuen Mun	K1	1 105	65	1 170
	K2	1 060	64	1 124
	K3	1 029	63	1 092
	All Grades	3 194	192	3 386
Tsuen Wan	K1	318	96	414
	K2	329	62	391
	K3	324	79	403
	All Grades	971	237	1 208
Kwai Tsing	K1	900	49	949
	K2	958	80	1 038
	K3	1 023	59	1 082
	All Grades	2 881	188	3 069

Appendix 2(a) (Cont'd.)

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	397	129	526
	K2	463	90	553
	K3	486	46	532
	All Grades	1 346	265	1 611
All Districts	K1	12 884	2 469	15 353
	K2	13 306	1 951	15 257
	K3	13 654	1 870	15 524
	All Grades	39 844	6 290	46 134

- Notes:
- (1) Figures do not include special schools.
 - (2) Figures refer to the position as at September of the school year.
 - (3) Figures include nursery, lower and upper classes in kindergartens (including kindergarten-cum-child care centres).
 - (4) Figures on vacant places do not include vacant classrooms and vacant child care centre portions.

Table 1: Number of Primary Schools by District and by Sector, 2009/10 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	16	1	5	5	29
Wan Chai	3	14	0	5	7	29
Eastern	4	24	2	3	6	39
Southern	2	11	1	3	5	22
Yau Tsim Mong	3	19	1	1	0	24
Sham Shui Po	3	17	3	8	0	31
Kowloon City	4	27	2	12	9	54
Wong Tai Sin	1	28	0	3	0	32
Kwun Tong	2	30	1	1	0	34
Sai Kung	1	21	4	0	1	27
Sha Tin	1	38	2	2	1	44
Tai Po	1	20	0	0	4	25
North	1	27	0	0	0	28
Yuen Long	3	43	1	1	2	50
Tuen Mun	1	38	1	1	0	41
Tsuen Wan	2	20	0	1	0	23
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	1	2	19
All Districts	34	439	20	47	42	582

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Number of Operating Classes, Places and Students in Primary Schools by District, by Grade and by Sector, 2009/10 School Year

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	P1	4	110	100	41	1 145	1 045	3	96	96	12	512	316	9	250	204	69	2 113	1 761
	P2	4	120	102	38	1 110	1 043	3	90	91	12	502	337	9	251	225	66	2 073	1 798
	P3	4	128	116	39	1 248	1 140	3	90	90	11	461	306	9	244	217	66	2 171	1 869
	P4	4	128	127	41	1 312	1 293	3	90	91	11	461	318	10	278	227	69	2 269	2 056
	P5	4	128	126	40	1 280	1 293	3	90	90	12	476	312	9	245	220	68	2 219	2 041
	P6	4	128	121	44	1 408	1 405	3	90	89	12	476	324	8	223	214	71	2 325	2 153
	All Grades	24	742	692	243	7 503	7 219	18	546	547	70	2 888	1 913	54	1 491	1 307	409	13 170	11 678
Wan Chai	P1	13	325	313	38	1 030	1 010	0	0	0	18	712	578	18	470	441	87	2 537	2 342
	P2	13	390	381	36	1 145	1 097	0	0	0	15	622	512	19	515	441	83	2 672	2 431
	P3	11	352	344	38	1 315	1 278	0	0	0	16	669	517	18	491	439	83	2 827	2 578
	P4	13	416	418	38	1 320	1 329	0	0	0	16	662	569	18	485	425	85	2 883	2 741
	P5	14	448	452	39	1 336	1 327	0	0	0	16	665	524	16	453	424	85	2 902	2 727
	P6	15	480	490	40	1 430	1 395	0	0	0	16	696	556	16	426	382	87	3 032	2 823
	All Grades	79	2 411	2 398	229	7 576	7 436	0	0	0	97	4 026	3 256	105	2 840	2 552	510	16 853	15 642
Eastern	P1	15	425	369	77	2 120	2 001	6	180	160	4	180	122	22	555	424	124	3 460	3 076
	P2	15	450	389	76	2 250	2 076	6	184	165	5	225	127	17	461	387	119	3 570	3 144
	P3	16	512	448	76	2 368	2 225	6	184	175	4	180	114	16	436	369	118	3 680	3 331
	P4	15	480	498	84	2 592	2 554	6	184	176	5	201	115	16	435	371	126	3 892	3 714
	P5	14	448	478	84	2 677	2 594	4	120	124	3	119	85	17	481	394	122	3 845	3 675
	P6	16	512	542	88	2 837	2 728	4	120	122	5	185	119	15	425	363	128	4 079	3 874
	All Grades	91	2 827	2 724	485	14 844	14 178	32	972	922	26	1 090	682	103	2 793	2 308	737	22 526	20 814

Appendix 2(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Southern	P1	6	150	138	30	820	748	5	150	150	17	410	350	36	772	773	94	2 302	2 159
	P2	6	180	155	29	870	782	5	150	151	18	475	430	27	654	623	85	2 329	2 141
	P3	5	160	140	31	960	819	4	120	124	15	401	352	27	654	641	82	2 295	2 076
	P4	5	160	158	32	1 029	986	4	120	117	13	365	316	28	703	685	82	2 377	2 262
	P5	6	192	193	34	1 093	1 074	4	120	124	13	365	312	26	659	667	83	2 429	2 370
	P6	6	192	194	36	1 157	1 167	4	120	107	11	329	272	26	647	642	83	2 445	2 382
	All Grades	34	1 034	978	192	5 929	5 576	26	780	773	87	2 345	2 032	170	4 089	4 031	509	14 177	13 390
Yau Tsim Mong	P1	7	210	151	64	1 855	1 853	9	254	265	0	0	0	0	0	0	80	2 319	2 269
	P2	6	180	134	65	1 890	1 912	8	253	240	0	0	0	0	0	0	79	2 323	2 286
	P3	5	160	126	66	2 123	2 078	7	237	209	0	0	0	0	0	0	78	2 520	2 413
	P4	9	288	250	70	2 493	2 325	5	185	174	0	0	0	0	0	0	84	2 966	2 749
	P5	10	318	288	68	2 421	2 310	5	185	159	0	0	0	0	0	0	83	2 924	2 757
	P6	13	419	388	71	2 530	2 374	5	185	165	0	0	0	0	0	0	89	3 134	2 927
	All Grades	50	1 575	1 337	404	13 312	12 852	39	1 299	1 212	0	0	0	0	0	0	493	16 186	15 401
Sham Shui Po	P1	12	330	260	60	1 770	1 693	10	296	270	28	1 088	731	0	0	0	110	3 484	2 954
	P2	12	360	328	63	1 850	1 874	10	294	279	28	1 096	851	0	0	0	113	3 600	3 332
	P3	12	384	372	65	2 036	2 072	9	290	294	27	1 011	781	0	0	0	113	3 721	3 519
	P4	13	416	405	69	2 318	2 337	9	290	282	26	965	849	5	150	150	122	4 139	4 023
	P5	14	448	444	68	2 315	2 276	7	234	240	27	1 028	814	5	150	149	121	4 175	3 923
	P6	13	436	420	70	2 386	2 412	7	234	230	22	876	715	5	150	150	117	4 082	3 927
	All Grades	76	2 374	2 229	395	12 675	12 664	52	1 638	1 595	158	6 064	4 741	15	450	449	696	23 201	21 678

Appendix 2(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Kowloon City	P1	18	450	466	82	2 255	2 193	8	240	211	35	1 434	1 024	28	703	635	171	5 082	4 529
	P2	18	540	557	78	2 350	2 226	8	255	218	36	1 479	1 056	24	600	546	164	5 224	4 603
	P3	18	576	598	78	2 453	2 332	7	220	207	37	1 530	1 059	24	608	547	164	5 387	4 743
	P4	18	576	600	81	2 777	2 690	5	150	159	41	1 703	1 201	20	510	438	165	5 716	5 088
	P5	18	576	610	77	2 637	2 545	5	150	151	40	1 627	1 200	20	503	439	160	5 493	4 945
	P6	18	576	608	85	2 876	2 810	5	150	150	39	1 630	1 232	16	418	378	163	5 650	5 178
	All Grades	108	3 294	3 439	481	15 348	14 796	38	1 165	1 096	228	9 403	6 772	132	3 342	2 983	987	32 552	29 086
Wong Tai Sin	P1	2	50	44	92	2 390	2 263	0	0	0	12	399	409	0	0	0	106	2 839	2 716
	P2	2	60	56	90	2 600	2 362	0	0	0	12	433	411	0	0	0	104	3 093	2 829
	P3	3	96	69	91	2 740	2 584	0	0	0	12	443	374	0	0	0	106	3 279	3 027
	P4	3	96	94	94	3 021	2 943	0	0	0	12	428	446	0	0	0	109	3 545	3 483
	P5	4	128	128	98	3 053	3 046	0	0	0	12	428	390	0	0	0	114	3 609	3 564
	P6	4	128	127	106	3 329	3 372	0	0	0	12	443	399	0	0	0	122	3 900	3 898
	All Grades	18	558	518	571	17 133	16 570	0	0	0	72	2 574	2 429	0	0	0	661	20 265	19 517
Kwun Tong	P1	9	225	230	133	3 470	3 445	3	90	41	3	135	97	0	0	0	148	3 920	3 813
	P2	9	270	266	122	3 450	3 447	3	90	60	3	135	102	0	0	0	137	3 945	3 875
	P3	8	256	252	121	3 680	3 679	3	90	69	3	135	92	0	0	0	135	4 161	4 092
	P4	8	256	253	129	4 423	4 254	4	120	111	3	135	94	0	0	0	144	4 934	4 712
	P5	6	192	196	131	4 463	4 308	4	120	89	3	135	91	0	0	0	144	4 910	4 684
	P6	8	224	226	138	4 776	4 548	2	60	50	3	135	78	0	0	0	151	5 195	4 902
	All Grades	48	1 423	1 423	774	24 262	23 681	19	570	420	18	810	554	0	0	0	859	27 065	26 078

Appendix 2(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	P1	4	100	98	76	1 825	1 716	16	490	448	3	129	108	4	120	118	103	2 664	2 488
	P2	3	90	70	72	2 100	1 926	17	516	503	3	129	108	4	120	120	99	2 955	2 727
	P3	3	96	74	73	2 272	2 097	17	562	539	3	129	109	4	120	118	100	3 179	2 937
	P4	4	128	103	79	2 464	2 384	19	614	611	3	129	110	4	120	120	109	3 455	3 328
	P5	5	160	138	84	2 592	2 493	14	454	425	3	129	109	4	120	120	110	3 455	3 285
	P6	5	160	164	90	2 752	2 760	8	232	203	3	129	104	4	120	121	110	3 393	3 352
	All Grades	24	734	647	474	14 005	13 376	91	2 868	2 729	18	774	648	24	720	717	631	19 101	18 117
Sha Tin	P1	5	125	130	126	3 385	3 223	9	270	283	9	216	210	5	150	150	154	4 146	3 996
	P2	5	150	156	119	3 535	3 316	9	274	282	8	224	213	5	150	150	146	4 333	4 117
	P3	5	160	156	122	3 757	3 592	9	275	270	9	252	242	5	150	150	150	4 594	4 410
	P4	5	160	160	127	4 268	3 964	10	310	310	9	252	246	5	150	150	156	5 140	4 830
	P5	5	160	161	130	4 353	4 030	7	212	209	9	252	247	5	150	150	156	5 127	4 797
	P6	7	224	205	142	4 807	4 340	4	122	127	8	224	219	5	150	150	166	5 527	5 041
	All Grades	32	979	968	766	24 105	22 465	48	1 463	1 481	52	1 420	1 377	30	900	900	928	28 867	27 191
Tai Po	P1	2	50	42	63	1 620	1 541	0	0	0	0	0	0	9	294	183	74	1 964	1 766
	P2	2	60	60	56	1 680	1 612	0	0	0	0	0	0	8	274	163	66	2 014	1 835
	P3	2	64	56	59	1 824	1 665	0	0	0	0	0	0	8	274	176	69	2 162	1 897
	P4	3	96	92	61	1 972	1 906	0	0	0	0	0	0	7	229	133	71	2 297	2 131
	P5	3	96	97	61	1 898	1 875	0	0	0	0	0	0	8	274	172	72	2 268	2 144
	P6	4	128	124	69	2 191	2 143	0	0	0	0	0	0	6	184	134	79	2 503	2 401
	All Grades	16	494	471	369	11 185	10 742	0	0	0	0	0	0	46	1 529	961	431	13 208	12 174

Appendix 2(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
North	P1	4	100	96	95	2 585	2 666	0	0	0	0	0	0	0	0	0	99	2 685	2 762
	P2	3	90	85	92	2 780	2 752	0	0	0	0	0	0	0	0	0	95	2 870	2 837
	P3	2	64	63	89	2 901	2 895	0	0	0	0	0	0	0	0	0	91	2 965	2 958
	P4	5	160	158	87	2 884	2 971	0	0	0	0	0	0	0	0	0	92	3 044	3 129
	P5	4	128	125	87	2 852	2 950	0	0	0	0	0	0	0	0	0	91	2 980	3 075
	P6	4	128	127	89	2 921	3 048	0	0	0	0	0	0	0	0	0	93	3 049	3 175
	All Grades	22	670	654	539	16 923	17 282	0	0	0	0	0	0	0	0	0	561	17 593	17 936
Yuen Long	P1	15	400	415	146	3 675	3 558	5	150	142	2	60	25	2	58	7	170	4 343	4 147
	P2	15	450	430	156	4 055	3 950	5	150	152	2	60	27	2	58	7	180	4 773	4 566
	P3	14	448	424	154	4 577	4 318	5	150	140	2	60	33	2	63	10	177	5 298	4 925
	P4	15	480	467	161	4 939	4 845	5	150	153	2	60	40	2	57	15	185	5 686	5 520
	P5	14	416	412	164	5 171	5 053	5	150	136	2	60	34	1	40	18	186	5 837	5 653
	P6	14	448	454	176	5 686	5 501	5	150	119	2	60	28	2	67	25	199	6 411	6 127
	All Grades	87	2 642	2 602	957	28 103	27 225	30	900	842	12	360	187	11	343	82	1 097	32 348	30 938
Tuen Mun	P1	4	100	90	113	2 890	2 752	4	120	120	1	30	2	0	0	0	122	3 140	2 964
	P2	4	120	110	115	3 120	2 971	4	120	120	0	0	0	0	0	0	123	3 360	3 201
	P3	4	128	118	118	3 405	3 249	4	120	121	1	37	4	0	0	0	127	3 690	3 492
	P4	4	128	126	122	3 996	3 766	4	120	126	1	37	11	0	0	0	131	4 281	4 029
	P5	4	128	120	118	3 877	3 591	4	120	117	1	37	10	0	0	0	127	4 162	3 838
	P6	5	160	152	135	4 564	4 299	0	0	0	1	37	9	0	0	0	141	4 761	4 460
	All Grades	25	764	716	721	21 852	20 628	20	600	604	5	178	36	0	0	0	771	23 394	21 984

Appendix 2(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	P1	10	275	283	64	1 750	1 729	0	0	0	1	30	4	0	0	0	75	2 055	2 016
	P2	10	300	300	63	1 860	1 792	0	0	0	1	35	5	0	0	0	74	2 195	2 097
	P3	10	320	319	63	1 984	1 964	0	0	0	1	37	8	0	0	0	74	2 341	2 291
	P4	10	320	317	65	2 120	2 169	0	0	0	1	37	7	0	0	0	76	2 477	2 493
	P5	10	320	325	62	2 029	2 103	0	0	0	1	37	15	0	0	0	73	2 386	2 443
	P6	10	320	321	68	2 237	2 229	0	0	0	1	37	13	0	0	0	79	2 594	2 563
	All Grades	60	1 855	1 865	385	11 980	11 986	0	0	0	6	213	52	0	0	0	451	14 048	13 903
Kwai Tsing	P1	0	0	0	113	2 995	2 864	3	90	90	0	0	0	0	0	0	116	3 085	2 954
	P2	0	0	0	111	3 210	3 069	3	105	87	0	0	0	0	0	0	114	3 315	3 156
	P3	0	0	0	108	3 346	3 236	3	105	90	0	0	0	0	0	0	111	3 451	3 326
	P4	0	0	0	115	3 852	3 691	3	105	101	0	0	0	0	0	0	118	3 957	3 792
	P5	0	0	0	110	3 709	3 697	0	0	0	0	0	0	0	0	0	110	3 709	3 697
	P6	0	0	0	117	3 993	4 039	0	0	0	0	0	0	0	0	0	117	3 993	4 039
	All Grades	0	0	0	674	21 105	20 596	12	405	368	0	0	0	0	0	0	686	21 510	20 964
Islands	P1	0	0	0	42	1 040	972	0	0	0	3	90	90	6	138	143	51	1 268	1 205
	P2	0	0	0	41	1 140	1 021	0	0	0	3	90	90	7	162	160	51	1 392	1 271
	P3	0	0	0	40	1 184	1 078	0	0	0	3	90	90	6	138	132	49	1 412	1 300
	P4	0	0	0	40	1 280	1 213	0	0	0	3	90	90	6	147	126	49	1 517	1 429
	P5	0	0	0	41	1 312	1 231	0	0	0	3	90	90	5	120	113	49	1 522	1 434
	P6	0	0	0	45	1 440	1 417	0	0	0	3	90	90	5	120	111	53	1 650	1 618
	All Grades	0	0	0	249	7 396	6 932	0	0	0	18	540	540	35	825	785	302	8 761	8 257

Appendix 2(b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	P1	130	3 425	3 225	1 455	38 620	37 272	81	2 426	2 276	148	5 425	4 066	139	3 510	3 078	1 953	53 406	49 917
	P2	127	3 810	3 579	1 422	40 995	39 228	81	2 481	2 348	146	5 505	4 269	121	3 245	2 822	1 897	56 036	52 246
	P3	122	3 904	3 675	1 431	44 173	42 301	77	2 443	2 328	144	5 435	4 081	118	3 178	2 799	1 892	59 133	55 184
	P4	134	4 288	4 226	1 495	49 060	47 620	77	2 438	2 411	146	5 525	4 412	121	3 264	2 840	1 973	64 575	61 509
	P5	135	4 286	4 293	1 496	49 068	47 796	62	1 955	1 864	145	5 448	4 233	117	3 195	2 866	1 955	63 952	61 052
	P6	146	4 663	4 663	1 609	53 320	51 987	47	1 463	1 362	138	5 347	4 158	109	2 930	2 670	2 049	67 723	64 840
	All Grades	794	24 376	23 661	8 908	275 236	266 204	425	13 206	12 589	867	32 685	25 219	725	19 322	17 075	11 719	364 825	344 748

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September of the school year.
 - (3) Figures on operating classes in a very small number of schools (primarily outside the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
 - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 3: Number of Vacant Places in Primary Schools by District, by Grade and by Sector, 2009/10 School Year

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	10	100	0	196	46	352
	P2	18	67	- 1	165	26	275
	P3	12	108	0	155	27	302
	P4	1	19	- 1	143	51	213
	P5	2	- 13	0	164	25	178
	P6	7	3	1	152	9	172
	All Grades	50	284	- 1	975	184	1 492
Wan Chai	P1	12	20	0	134	29	195
	P2	9	48	0	110	74	241
	P3	8	37	0	152	52	249
	P4	- 2	- 9	0	93	60	142
	P5	- 4	9	0	141	29	175
	P6	- 10	35	0	140	44	209
	All Grades	13	140	0	770	288	1 211
Eastern	P1	56	119	20	58	131	384
	P2	61	174	19	98	74	426
	P3	64	143	9	66	67	349
	P4	- 18	38	8	86	64	178
	P5	- 30	83	- 4	34	87	170
	P6	- 30	109	- 2	66	62	205
	All Grades	103	666	50	408	485	1 712

Appendix 2(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	12	72	0	60	- 1	143
	P2	25	88	- 1	45	31	188
	P3	20	141	- 4	49	13	219
	P4	2	43	3	49	18	115
	P5	- 1	19	- 4	53	- 8	59
	P6	- 2	- 10	13	57	5	63
	All Grades	56	353	7	313	58	787
Yau Tsim Mong	P1	59	2	- 11	0	0	50
	P2	46	- 22	13	0	0	37
	P3	34	45	28	0	0	107
	P4	38	168	11	0	0	217
	P5	30	111	26	0	0	167
	P6	31	156	20	0	0	207
	All Grades	238	460	87	0	0	785
Sham Shui Po	P1	70	77	26	357	0	530
	P2	32	- 24	15	245	0	268
	P3	12	- 36	- 4	230	0	202
	P4	11	- 19	8	116	0	116
	P5	4	39	- 6	214	1	252
	P6	16	- 26	4	161	0	155
	All Grades	145	11	43	1 323	1	1 523

Appendix 2(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 16	62	29	410	68	553
	P2	- 17	124	37	423	54	621
	P3	- 22	121	13	471	61	644
	P4	- 24	87	- 9	502	72	628
	P5	- 34	92	- 1	427	64	548
	P6	- 32	66	0	398	40	472
	All Grades	- 145	552	69	2 631	359	3 466
Wong Tai Sin	P1	6	127	0	- 10	0	123
	P2	4	238	0	22	0	264
	P3	27	156	0	69	0	252
	P4	2	78	0	- 18	0	62
	P5	0	7	0	38	0	45
	P6	1	- 43	0	44	0	2
	All Grades	40	563	0	145	0	748
Kwun Tong	P1	- 5	25	49	38	0	107
	P2	4	3	30	33	0	70
	P3	4	1	21	43	0	69
	P4	3	169	9	41	0	222
	P5	- 4	155	31	44	0	226
	P6	- 2	228	10	57	0	293
	All Grades	0	581	150	256	0	987

Appendix 2(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	2	109	42	21	2	176
	P2	20	174	13	21	0	228
	P3	22	175	23	20	2	242
	P4	25	80	3	19	0	127
	P5	22	99	29	20	0	170
	P6	- 4	- 8	29	25	- 1	41
	All Grades	87	629	139	126	3	984
Sha Tin	P1	- 5	162	- 13	6	0	150
	P2	- 6	219	- 8	11	0	216
	P3	4	165	5	10	0	184
	P4	0	304	0	6	0	310
	P5	- 1	323	3	5	0	330
	P6	19	467	- 5	5	0	486
	All Grades	11	1 640	- 18	43	0	1 676
Tai Po	P1	8	79	0	0	111	198
	P2	0	68	0	0	111	179
	P3	8	159	0	0	98	265
	P4	4	66	0	0	96	166
	P5	- 1	23	0	0	102	124
	P6	4	48	0	0	50	102
	All Grades	23	443	0	0	568	1 034

Appendix 2(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	4	- 81	0	0	0	- 77
	P2	5	28	0	0	0	33
	P3	1	6	0	0	0	7
	P4	2	- 87	0	0	0	- 85
	P5	3	- 98	0	0	0	- 95
	P6	1	- 127	0	0	0	- 126
	All Grades	16	- 359	0	0	0	- 343
Yuen Long	P1	- 15	117	8	35	51	196
	P2	20	105	- 2	33	51	207
	P3	24	259	10	27	53	373
	P4	13	94	- 3	20	42	166
	P5	4	118	14	26	22	184
	P6	- 6	185	31	32	42	284
	All Grades	40	878	58	173	261	1 410
Tuen Mun	P1	10	138	0	28	0	176
	P2	10	149	0	0	0	159
	P3	10	156	- 1	33	0	198
	P4	2	230	- 6	26	0	252
	P5	8	286	3	27	0	324
	P6	8	265	0	28	0	301
	All Grades	48	1 224	- 4	142	0	1 410

Appendix 2(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	- 8	21	0	26	0	39
	P2	0	68	0	30	0	98
	P3	1	20	0	29	0	50
	P4	3	- 49	0	30	0	- 16
	P5	- 5	- 74	0	22	0	- 57
	P6	- 1	8	0	24	0	31
	All Grades	- 10	- 6	0	161	0	145
Kwai Tsing	P1	0	131	0	0	0	131
	P2	0	141	18	0	0	159
	P3	0	110	15	0	0	125
	P4	0	161	4	0	0	165
	P5	0	12	0	0	0	12
	P6	0	- 46	0	0	0	- 46
	All Grades	0	509	37	0	0	546
Islands	P1	0	68	0	0	- 5	63
	P2	0	119	0	0	2	121
	P3	0	106	0	0	6	112
	P4	0	67	0	0	21	88
	P5	0	81	0	0	7	88
	P6	0	23	0	0	9	32
	All Grades	0	464	0	0	40	504

Appendix 2(b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	200	1 348	150	1 359	432	3 489
	P2	231	1 767	133	1 236	423	3 790
	P3	229	1 872	115	1 354	379	3 949
	P4	62	1 440	27	1 113	424	3 066
	P5	- 7	1 272	91	1 215	329	2 900
	P6	0	1 333	101	1 189	260	2 883
	All Grades	715	9 032	617	7 466	2 247	20 077

- Notes:
- (1) Figures refer to the position as at September of the school year.
 - (2) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

Table 1: Number of Secondary Day Schools by District and by Sector, 2009/10 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	4	17
Wan Chai	3	9	1	2	0	2	17
Eastern	4	24	0	4	2	6	40
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	1	0	19
Sham Shui Po	1	15	1	9	4	1	31
Kowloon City	3	28	0	5	2	5	43
Wong Tai Sin	1	22	0	1	2	0	26
Kwun Tong	2	25	1	7	1	0	36
Sai Kung	1	18	0	8	0	0	27
Sha Tin	2	38	0	7	2	1	50
Tai Po	2	19	0	2	1	0	24
North	2	17	0	1	1	1	22
Yuen Long	4	30	0	4	13	0	51
Tuen Mun	2	36	0	0	0	0	38
Tsuen Wan	1	13	0	0	0	0	14
Kwai Tsing	0	31	0	0	0	0	31
Islands	1	7	0	3	2	0	13
All Districts	32	366	4	61	35	25	523

Notes: (1) Figures do not include special schools.

(2) International schools include English Schools Foundation schools.

Table 2: Number of Operating Classes, Places and Students in Secondary Day Schools by District, by Grade and by Sector, 2009/10 School Year

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Central & Western	S1	5	190	183	37	1 366	1 393	0	0	0	15	491	506	0	0	0	11	317	298	68	2 364	2 380
	S2	5	200	188	37	1 432	1 440	0	0	0	15	491	502	0	0	0	10	289	287	67	2 412	2 417
	S3	5	200	202	37	1 432	1 424	0	0	0	15	491	491	0	0	0	11	311	276	68	2 434	2 393
	S4	5	200	187	39	1 432	1 422	0	0	0	14	458	425	0	0	0	11	308	291	69	2 398	2 325
	S5	5	200	185	37	1 432	1 358	0	0	0	14	458	409	0	0	0	10	280	265	66	2 370	2 217
	S6	4	120	124	21	619	662	0	0	0	8	245	240	2	90	40	10	290	231	45	1 364	1 297
	S7	4	120	111	21	624	577	0	0	0	8	245	181	2	90	37	10	290	217	45	1 369	1 123
	All Grades	33	1 230	1 180	229	8 337	8 276	0	0	0	89	2 879	2 754	4	180	77	73	2 085	1 865	428	14 711	14 152
Wan Chai	S1	13	494	495	42	1 520	1 436	2	38	22	6	228	231	0	0	0	9	231	214	72	2 511	2 398
	S2	13	520	506	42	1 640	1 507	2	40	49	6	228	239	0	0	0	9	231	199	72	2 659	2 500
	S3	13	520	504	42	1 640	1 519	2	40	71	6	228	230	0	0	0	8	206	161	71	2 634	2 485
	S4	13	520	480	42	1 628	1 456	2	40	80	12	468	395	0	0	0	4	105	85	73	2 761	2 496
	S5	15	600	576	42	1 680	1 489	4	160	165	23	853	719	1	22	22	4	105	94	89	3 420	3 065
	S6	9	270	268	24	715	730	2	60	72	4	120	118	3	79	79	5	132	75	47	1 376	1 342
	S7	9	270	232	24	715	662	2	60	62	4	120	103	4	103	103	4	105	61	47	1 373	1 223
	All Grades	85	3 194	3 061	258	9 538	8 799	16	438	521	61	2 245	2 035	8	204	204	43	1 115	889	471	16 734	15 509
Eastern	S1	18	684	680	107	3 914	3 594	0	0	0	16	582	572	0	0	0	22	611	434	163	5 791	5 280
	S2	18	720	700	110	4 240	3 906	0	0	0	16	590	559	0	0	0	20	562	404	164	6 112	5 569
	S3	18	720	692	110	4 280	3 957	0	0	0	17	634	606	0	0	0	18	502	374	163	6 136	5 629
	S4	18	720	699	110	4 279	3 787	0	0	0	17	655	586	1	40	26	15	397	294	161	6 091	5 392
	S5	19	760	740	106	4 200	3 981	0	0	0	17	655	645	5	200	87	12	319	267	159	6 134	5 720
	S6	10	300	306	46	1 380	1 444	0	0	0	9	265	280	0	0	0	12	319	262	77	2 264	2 292
	S7	10	300	291	46	1 380	1 384	0	0	0	9	265	253	5	180	144	6	149	114	76	2 274	2 186
	All Grades	111	4 204	4 108	635	23 673	22 053	0	0	0	101	3 646	3 501	11	420	257	105	2 859	2 149	963	34 802	32 068

Appendix 2(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Southern	S1	0	0	0	59	2 090	1 866	0	0	0	11	380	368	7	195	169	28	720	708	105	3 385	3 111
	S2	0	0	0	59	2 200	2 063	0	0	0	12	380	384	8	225	181	29	746	740	108	3 551	3 368
	S3	0	0	0	59	2 280	2 110	0	0	0	11	400	359	8	225	160	29	746	753	107	3 651	3 382
	S4	0	0	0	66	2 320	2 104	0	0	0	10	400	301	7	195	141	29	770	702	112	3 685	3 248
	S5	0	0	0	60	2 320	2 143	0	0	0	5	200	179	6	165	112	28	744	660	99	3 429	3 094
	S6	0	0	0	25	750	772	0	0	0	3	90	99	1	30	7	28	744	658	57	1 614	1 536
	S7	0	0	0	25	750	710	0	0	0	3	90	70	0	0	0	27	722	570	55	1 562	1 350
	All Grades	0	0	0	353	12 710	11 768	0	0	0	55	1 940	1 760	37	1 035	770	198	5 192	4 791	643	20 877	19 089
Yau Tsim Mong	S1	9	342	334	52	1 961	1 874	4	152	103	8	312	316	0	0	0	0	0	0	73	2 767	2 627
	S2	9	360	344	52	2 063	2 024	4	160	154	8	312	302	0	0	0	0	0	0	73	2 895	2 824
	S3	9	360	320	53	2 103	2 082	4	150	159	8	319	300	0	0	0	0	0	0	74	2 932	2 861
	S4	9	360	324	56	2 240	2 137	4	160	161	8	320	275	0	0	0	0	0	0	77	3 080	2 897
	S5	10	400	336	52	2 063	2 005	4	160	174	7	280	224	0	0	0	0	0	0	73	2 903	2 739
	S6	3	90	90	37	1 110	1 174	2	60	68	3	95	96	0	0	0	0	0	0	45	1 355	1 428
	S7	3	90	84	40	1 200	1 180	2	60	63	3	95	90	0	0	0	0	0	0	48	1 445	1 417
	All Grades	52	2 002	1 832	342	12 740	12 476	24	902	882	45	1 733	1 603	0	0	0	0	0	0	463	17 377	16 793
Sham Shui Po	S1	6	190	190	73	2 774	2 638	4	152	145	42	1 575	1 475	6	180	151	1	15	4	132	4 886	4 603
	S2	6	200	179	74	2 920	2 785	5	200	192	42	1 572	1 532	5	150	128	1	15	10	133	5 057	4 826
	S3	6	200	178	74	2 960	2 815	5	200	191	41	1 592	1 627	4	120	98	1	15	17	131	5 087	4 926
	S4	6	200	158	68	2 680	2 582	6	200	192	41	1 572	1 472	4	150	84	1	20	13	126	4 822	4 501
	S5	5	200	186	69	2 760	2 722	4	154	169	39	1 570	1 526	11	466	423	1	20	17	129	5 170	5 043
	S6	2	60	61	31	909	966	2	60	64	18	560	612	13	565	446	1	15	17	67	2 169	2 166
	S7	2	60	59	31	920	927	3	82	86	18	560	546	10	430	303	0	0	0	64	2 052	1 921
	All Grades	33	1 110	1 011	420	15 923	15 435	29	1 048	1 039	241	9 001	8 790	53	2 061	1 633	6	100	78	782	29 243	27 986

Appendix 2(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Kowloon City	S1	8	304	289	140	5 236	4 977	0	0	0	16	576	537	5	125	115	18	491	467	187	6 732	6 385
	S2	8	320	308	142	5 638	5 327	0	0	0	15	560	547	7	175	154	18	491	477	190	7 184	6 813
	S3	8	320	307	143	5 680	5 400	0	0	0	15	597	564	5	125	121	17	491	468	188	7 213	6 860
	S4	8	320	290	140	5 560	5 264	0	0	0	26	954	770	5	125	117	16	470	439	195	7 429	6 880
	S5	8	320	312	139	5 550	5 204	0	0	0	28	1 050	954	8	239	193	17	493	430	200	7 652	7 093
	S6	4	120	122	65	1 950	2 005	0	0	0	19	570	678	14	550	416	16	422	371	118	3 612	3 592
	S7	4	120	119	65	1 950	1 815	0	0	0	19	570	592	11	433	286	9	196	177	108	3 269	2 989
	All Grades	48	1 824	1 747	834	31 564	29 992	0	0	0	138	4 877	4 642	55	1 772	1 402	112	3 054	2 829	1 187	43 091	40 612
Wong Tai Sin	S1	3	114	90	99	3 697	3 579	0	0	0	6	240	239	4	136	122	0	0	0	112	4 187	4 030
	S2	3	120	85	105	4 047	3 904	0	0	0	6	240	239	4	136	86	0	0	0	118	4 543	4 314
	S3	4	160	142	107	4 127	4 078	0	0	0	6	255	250	4	136	106	0	0	0	121	4 678	4 576
	S4	4	160	119	105	4 087	3 920	0	0	0	6	250	210	3	102	79	0	0	0	118	4 599	4 328
	S5	4	160	137	100	3 960	3 966	0	0	0	6	250	198	4	148	110	0	0	0	114	4 518	4 411
	S6	2	60	59	45	1 345	1 382	0	0	0	3	90	88	5	154	188	0	0	0	55	1 649	1 717
	S7	2	60	57	45	1 350	1 337	0	0	0	3	90	69	3	90	89	0	0	0	53	1 590	1 552
	All Grades	22	834	689	606	22 613	22 166	0	0	0	36	1 415	1 293	27	902	780	0	0	0	691	25 764	24 928
Kwun Tong	S1	9	342	340	121	4 446	4 366	6	228	225	28	1 054	853	0	0	0	0	0	0	164	6 070	5 784
	S2	9	360	355	123	4 820	4 672	6	240	231	29	1 099	947	0	0	0	0	0	0	167	6 519	6 205
	S3	9	360	346	126	4 920	4 755	6	240	244	32	1 225	1 029	0	0	0	0	0	0	173	6 745	6 374
	S4	9	360	340	126	4 840	4 551	6	240	236	30	1 175	1 118	2	90	42	0	0	0	173	6 705	6 287
	S5	9	360	353	118	4 680	4 507	6	240	269	30	1 210	1 223	4	180	130	0	0	0	167	6 670	6 482
	S6	5	150	149	51	1 530	1 607	2	60	70	13	424	434	2	90	80	0	0	0	73	2 254	2 340
	S7	5	150	147	51	1 530	1 560	2	60	69	12	395	379	2	90	72	0	0	0	72	2 225	2 227
	All Grades	55	2 082	2 030	716	26 766	26 018	34	1 308	1 344	174	6 582	5 983	10	450	324	0	0	0	989	37 188	35 699

Appendix 2(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Sai Kung	S1	6	190	190	86	3 230	3 091	0	0	0	34	1 115	961	0	0	0	0	0	0	126	4 535	4 242
	S2	6	200	189	87	3 440	3 188	0	0	0	35	1 125	956	0	0	0	0	0	0	128	4 765	4 333
	S3	5	200	205	94	3 640	3 435	0	0	0	34	1 115	1 023	0	0	0	0	0	0	133	4 955	4 663
	S4	5	200	196	93	3 520	3 318	0	0	0	35	1 154	1 024	0	0	0	0	0	0	133	4 874	4 538
	S5	5	200	196	78	3 080	3 090	0	0	0	41	1 325	1 200	0	0	0	0	0	0	124	4 605	4 486
	S6	2	60	60	36	1 080	1 146	0	0	0	11	310	301	0	0	0	0	0	0	49	1 450	1 507
	S7	2	60	60	36	1 080	1 063	0	0	0	9	250	249	0	0	0	0	0	0	47	1 390	1 372
	All Grades	31	1 110	1 096	510	19 070	18 331	0	0	0	199	6 394	5 714	0	0	0	0	0	0	740	26 574	25 141
Sha Tin	S1	9	342	337	168	6 246	5 776	0	0	0	23	789	772	12	234	233	6	180	179	218	7 791	7 297
	S2	9	360	352	167	6 570	5 988	0	0	0	24	778	789	11	231	230	6	180	175	217	8 119	7 534
	S3	9	360	354	178	6 960	6 439	0	0	0	23	808	788	11	231	234	6	180	175	227	8 539	7 990
	S4	10	360	347	180	6 969	6 357	0	0	0	25	870	788	12	234	214	6	180	178	233	8 613	7 884
	S5	10	400	399	179	7 089	6 737	0	0	0	19	665	623	10	182	172	6	180	171	224	8 516	8 102
	S6	4	120	131	79	2 340	2 413	0	0	0	22	649	670	9	150	131	9	171	163	123	3 430	3 508
	S7	4	120	120	79	2 340	2 334	0	0	0	20	602	572	8	118	94	9	171	146	120	3 351	3 266
	All Grades	55	2 062	2 040	1 030	38 514	36 044	0	0	0	156	5 161	5 002	73	1 380	1 308	48	1 242	1 187	1 362	48 359	45 581
Tai Po	S1	3	114	67	76	2 850	2 584	0	0	0	9	352	289	0	0	0	0	0	0	88	3 316	2 940
	S2	7	240	167	78	3 040	2 736	0	0	0	9	352	273	0	0	0	0	0	0	94	3 632	3 176
	S3	8	280	236	82	3 159	2 952	0	0	0	10	390	370	0	0	0	0	0	0	100	3 829	3 558
	S4	8	320	236	86	3 189	3 026	0	0	0	10	400	374	0	0	0	0	0	0	104	3 909	3 636
	S5	9	360	350	97	3 812	3 683	0	0	0	10	400	403	6	240	112	0	0	0	122	4 812	4 548
	S6	4	120	122	40	1 200	1 267	0	0	0	4	120	132	3	90	71	0	0	0	51	1 530	1 592
	S7	4	120	125	40	1 192	1 193	0	0	0	4	120	133	1	30	23	0	0	0	49	1 462	1 474
	All Grades	43	1 554	1 303	499	18 442	17 441	0	0	0	56	2 134	1 974	10	360	206	0	0	0	608	22 490	20 924

Appendix 2(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
North	S1	6	228	157	83	3 078	2 982	0	0	0	5	199	198	0	0	0	2	40	25	96	3 545	3 362
	S2	6	240	167	83	3 240	3 149	0	0	0	5	203	199	0	0	0	1	20	18	95	3 703	3 533
	S3	8	320	264	82	3 280	3 167	0	0	0	5	210	207	0	0	0	1	20	9	96	3 830	3 647
	S4	10	400	345	86	3 280	3 197	0	0	0	5	225	209	0	0	0	1	20	4	102	3 925	3 755
	S5	9	360	316	84	3 240	3 243	0	0	0	5	215	219	3	135	107	0	0	0	101	3 950	3 885
	S6	4	120	120	34	1 020	1 080	0	0	0	2	60	66	2	90	85	0	0	0	42	1 290	1 351
	S7	4	120	119	34	1 020	1 033	0	0	0	2	60	64	4	180	144	0	0	0	44	1 380	1 360
	All Grades	47	1 788	1 488	486	18 158	17 851	0	0	0	29	1 172	1 162	9	405	336	5	100	56	576	21 623	20 893
Yuen Long	S1	20	760	750	148	5 554	5 239	0	0	0	21	715	604	0	0	0	0	0	0	189	7 029	6 593
	S2	20	800	797	148	5 840	5 486	0	0	0	22	745	625	0	0	0	0	0	0	190	7 385	6 908
	S3	20	800	798	152	6 040	5 685	0	0	0	21	785	646	0	0	0	0	0	0	193	7 625	7 129
	S4	21	800	786	161	6 240	5 734	0	0	0	21	782	681	3	63	47	0	0	0	206	7 885	7 248
	S5	20	800	792	141	5 637	5 577	0	0	0	15	543	544	24	700	624	0	0	0	200	7 680	7 537
	S6	9	270	277	52	1 560	1 610	0	0	0	7	210	220	13	510	444	0	0	0	81	2 550	2 551
	S7	9	270	264	52	1 560	1 587	0	0	0	6	190	192	12	428	354	0	0	0	79	2 448	2 397
	All Grades	119	4 500	4 464	854	32 431	30 918	0	0	0	113	3 970	3 512	52	1 701	1 469	0	0	0	1 138	42 602	40 363
Tuen Mun	S1	10	380	371	152	5 700	5 119	0	0	0	0	0	0	0	0	0	0	0	0	162	6 080	5 490
	S2	10	400	394	160	6 239	5 701	0	0	0	0	0	0	0	0	0	0	0	0	170	6 639	6 095
	S3	10	400	403	169	6 639	6 169	0	0	0	0	0	0	0	0	0	0	0	0	179	7 039	6 572
	S4	10	400	406	175	6 720	6 228	0	0	0	0	0	0	0	0	0	0	0	0	185	7 120	6 634
	S5	10	400	404	166	6 520	6 521	0	0	0	0	0	0	0	0	0	0	0	0	176	6 920	6 925
	S6	5	150	155	66	1 980	2 127	0	0	0	0	0	0	0	0	0	0	0	0	71	2 130	2 282
	S7	5	150	151	66	1 980	2 019	0	0	0	0	0	0	0	0	0	0	0	0	71	2 130	2 170
	All Grades	60	2 280	2 284	954	35 778	33 884	0	0	0	0	0	0	0	0	0	0	0	0	1 014	38 058	36 168

Appendix 2(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
Tsuen Wan	S1	5	190	190	58	2 204	2 138	0	0	0	0	0	0	0	0	0	0	0	0	63	2 394	2 328
	S2	5	200	202	58	2 319	2 232	0	0	0	0	0	0	0	0	0	0	0	0	63	2 519	2 434
	S3	5	200	199	58	2 320	2 296	0	0	0	0	0	0	0	0	0	0	0	0	63	2 520	2 495
	S4	5	200	197	60	2 320	2 214	0	0	0	0	0	0	0	0	0	0	0	0	65	2 520	2 411
	S5	5	200	204	54	2 160	2 148	0	0	0	0	0	0	0	0	0	0	0	0	59	2 360	2 352
	S6	3	90	90	23	690	721	0	0	0	0	0	0	0	0	0	0	0	0	26	780	811
	S7	3	90	87	23	677	682	0	0	0	0	0	0	0	0	0	0	0	0	26	767	769
	All Grades	31	1 170	1 169	334	12 690	12 431	0	0	0	0	0	0	0	0	0	0	0	0	365	13 860	13 600
Kwai Tsing	S1	0	0	0	142	5 358	5 209	0	0	0	0	0	0	0	0	0	0	0	0	142	5 358	5 209
	S2	0	0	0	144	5 710	5 497	0	0	0	0	0	0	0	0	0	0	0	0	144	5 710	5 497
	S3	0	0	0	150	5 950	5 770	0	0	0	0	0	0	0	0	0	0	0	0	150	5 950	5 770
	S4	0	0	0	159	5 960	5 658	0	0	0	0	0	0	0	0	0	0	0	0	159	5 960	5 658
	S5	0	0	0	143	5 712	5 712	0	0	0	0	0	0	0	0	0	0	0	0	143	5 712	5 712
	S6	0	0	0	63	1 890	1 974	0	0	0	0	0	0	0	0	0	0	0	0	63	1 890	1 974
	S7	0	0	0	63	1 890	1 901	0	0	0	0	0	0	0	0	0	0	0	0	63	1 890	1 901
	All Grades	0	0	0	864	32 470	31 721	0	0	0	0	0	0	0	0	0	0	0	0	864	32 470	31 721
Islands	S1	3	114	108	28	1 064	988	0	0	0	6	220	168	4	120	107	0	0	0	41	1 518	1 371
	S2	3	120	120	28	1 120	1 069	0	0	0	6	220	184	10	210	147	0	0	0	47	1 670	1 520
	S3	3	120	113	28	1 120	1 033	0	0	0	6	220	188	6	150	86	0	0	0	43	1 610	1 420
	S4	4	160	131	29	1 120	1 008	0	0	0	10	375	245	1	9	20	0	0	0	44	1 664	1 404
	S5	3	120	120	26	1 040	986	0	0	0	12	460	368	1	9	14	0	0	0	42	1 629	1 488
	S6	1	30	29	12	360	381	0	0	0	4	120	133	0	0	0	0	0	0	17	510	543
	S7	1	30	23	12	360	358	0	0	0	4	120	112	0	0	0	0	0	0	17	510	493
	All Grades	18	694	644	163	6 184	5 823	0	0	0	48	1 735	1 398	22	498	374	0	0	0	251	9 111	8 239

Appendix 2(c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	S1	133	4 978	4 771	1 671	62 288	58 849	16	570	495	246	8 828	8 089	38	990	897	97	2 605	2 329	2 201	80 259	75 430
	S2	137	5 360	5 053	1 697	66 518	62 674	17	640	626	250	8 895	8 277	45	1 127	926	94	2 534	2 310	2 240	85 074	79 866
	S3	140	5 520	5 263	1 744	68 530	65 086	17	630	665	250	9 269	8 678	38	987	805	91	2 471	2 233	2 280	87 407	82 730
	S4	145	5 680	5 241	1 781	68 384	63 963	18	640	669	270	10 058	8 873	38	1 008	770	83	2 270	2 006	2 335	88 040	81 522
	S5	146	5 840	5 606	1 691	66 935	65 072	18	714	777	271	10 134	9 434	83	2 686	2 106	78	2 141	1 904	2 287	88 450	84 899
	S6	71	2 130	2 163	750	22 428	23 461	8	240	274	130	3 928	4 167	67	2 398	1 987	81	2 093	1 777	1 107	33 217	33 829
	S7	71	2 130	2 049	753	22 518	22 322	9	262	280	124	3 772	3 605	62	2 172	1 649	65	1 633	1 285	1 084	32 487	31 190
	All Grades		843	31 638	30 146	10 087	377 601	361 427	103	3 696	3 786	1 541	54 884	51 123	371	11 368	9 140	590	15 747	13 844	13 535	494 934

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September of the school year.
 - (3) Figures on operating classes in a very small number of schools (primarily outside the public sector) involve a small number of combined classes, i.e. classes operated in the same classroom comprising students of different grades. When counting the total number of classes in a school, combined class is treated as one class. When counting the number of classes broken down by grade, combined class is split into different classes in proportion to the number of students from different grades and the number is rounded to the nearest integer. Accordingly, figures on operating classes for individual grades may not add up to the total number of classes in schools.
 - (4) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

Table 3: Number of Vacant Places in Secondary Day Schools by District, by Grade and by Sector, 2009/10 School Year

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	7	- 27	0	- 15	0	19	- 16
	S2	12	- 8	0	- 11	0	2	- 5
	S3	- 2	8	0	0	0	35	41
	S4	13	10	0	33	0	17	73
	S5	15	74	0	49	0	15	153
	S6	- 4	- 43	0	5	50	59	67
	S7	9	47	0	64	53	73	246
	All Grades	50	61	0	125	103	220	559
Wan Chai	S1	- 1	84	16	- 3	0	17	113
	S2	14	133	- 9	- 11	0	32	159
	S3	16	121	- 31	- 2	0	45	149
	S4	40	172	- 40	73	0	20	265
	S5	24	191	- 5	134	0	11	355
	S6	2	- 15	- 12	2	0	57	34
	S7	38	53	- 2	17	0	44	150
	All Grades	133	739	- 83	210	0	226	1 225
Eastern	S1	4	320	0	10	0	177	511
	S2	20	334	0	31	0	158	543
	S3	28	323	0	28	0	128	507
	S4	21	492	0	69	14	103	699
	S5	20	219	0	10	113	52	414
	S6	- 6	- 64	0	- 15	0	57	- 28
	S7	9	- 4	0	12	36	35	88
	All Grades	96	1 620	0	145	163	710	2 734

Appendix 2(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	224	0	12	26	12	274
	S2	0	137	0	- 4	44	6	183
	S3	0	170	0	41	65	- 7	269
	S4	0	216	0	99	54	68	437
	S5	0	177	0	21	53	84	335
	S6	0	- 22	0	- 9	23	86	78
	S7	0	40	0	20	0	152	212
	All Grades	0	942	0	180	265	401	1 788
Yau Tsim Mong	S1	8	87	49	- 4	0	0	140
	S2	16	39	6	10	0	0	71
	S3	40	21	- 9	19	0	0	71
	S4	36	103	- 1	45	0	0	183
	S5	64	58	- 14	56	0	0	164
	S6	0	- 64	- 8	- 1	0	0	- 73
	S7	6	20	- 3	5	0	0	28
	All Grades	170	264	20	130	0	0	584
Sham Shui Po	S1	0	136	7	100	29	11	283
	S2	21	135	8	40	22	5	231
	S3	22	145	9	- 35	22	- 2	161
	S4	42	98	8	100	66	7	321
	S5	14	38	- 15	44	43	3	127
	S6	- 1	- 57	- 4	- 52	119	- 2	3
	S7	1	- 7	- 4	14	127	0	131
	All Grades	99	488	9	211	428	22	1 257

Appendix 2(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	15	259	0	39	10	24	347
	S2	12	311	0	13	21	14	371
	S3	13	280	0	33	4	23	353
	S4	30	296	0	184	8	31	549
	S5	8	346	0	96	46	63	559
	S6	- 2	- 55	0	- 108	134	51	20
	S7	1	135	0	- 22	147	19	280
	All Grades	77	1 572	0	235	370	225	2 479
Wong Tai Sin	S1	24	118	0	1	14	0	157
	S2	35	143	0	1	50	0	229
	S3	18	49	0	5	30	0	102
	S4	41	167	0	40	23	0	271
	S5	23	- 6	0	52	38	0	107
	S6	1	- 37	0	2	- 34	0	- 68
	S7	3	13	0	21	1	0	38
	All Grades	145	447	0	122	122	0	836
Kwun Tong	S1	2	80	3	201	0	0	286
	S2	5	148	9	152	0	0	314
	S3	14	165	- 4	196	0	0	371
	S4	20	289	4	57	48	0	418
	S5	7	173	- 29	- 13	50	0	188
	S6	1	- 77	- 10	- 10	10	0	- 86
	S7	3	- 30	- 9	16	18	0	- 2
	All Grades	52	748	- 36	599	126	0	1 489

Appendix 2(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	0	139	0	154	0	0	293
	S2	11	252	0	169	0	0	432
	S3	- 5	205	0	92	0	0	292
	S4	4	202	0	130	0	0	336
	S5	4	- 10	0	125	0	0	119
	S6	0	- 66	0	9	0	0	- 57
	S7	0	17	0	1	0	0	18
	All Grades	14	739	0	680	0	0	1 433
Sha Tin	S1	5	470	0	17	1	1	494
	S2	8	582	0	- 11	1	5	585
	S3	6	521	0	20	- 3	5	549
	S4	13	612	0	82	20	2	729
	S5	1	352	0	42	10	9	414
	S6	- 11	- 73	0	- 21	19	8	- 78
	S7	0	6	0	30	24	25	85
	All Grades	22	2 470	0	159	72	55	2 778
Tai Po	S1	47	266	0	63	0	0	376
	S2	73	304	0	79	0	0	456
	S3	44	207	0	20	0	0	271
	S4	84	163	0	26	0	0	273
	S5	10	129	0	- 3	128	0	264
	S6	- 2	- 67	0	- 12	19	0	- 62
	S7	- 5	- 1	0	- 13	7	0	- 12
	All Grades	251	1 001	0	160	154	0	1 566

Appendix 2(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	71	96	0	1	0	15	183
	S2	73	91	0	4	0	2	170
	S3	56	113	0	3	0	11	183
	S4	55	83	0	16	0	16	170
	S5	44	- 3	0	- 4	28	0	65
	S6	0	- 60	0	- 6	5	0	- 61
	S7	1	- 13	0	- 4	36	0	20
	All Grades	300	307	0	10	69	44	730
Yuen Long	S1	10	315	0	111	0	0	436
	S2	3	354	0	120	0	0	477
	S3	2	355	0	139	0	0	496
	S4	14	506	0	101	16	0	637
	S5	8	60	0	- 1	76	0	143
	S6	- 7	- 50	0	- 10	66	0	- 1
	S7	6	- 27	0	- 2	74	0	51
	All Grades	36	1 513	0	458	232	0	2 239
Tuen Mun	S1	9	581	0	0	0	0	590
	S2	6	538	0	0	0	0	544
	S3	- 3	470	0	0	0	0	467
	S4	- 6	492	0	0	0	0	486
	S5	- 4	- 1	0	0	0	0	- 5
	S6	- 5	- 147	0	0	0	0	- 152
	S7	- 1	- 39	0	0	0	0	- 40
	All Grades	- 4	1 894	0	0	0	0	1 890

Appendix 2(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	0	66	0	0	0	0	66
	S2	- 2	87	0	0	0	0	85
	S3	1	24	0	0	0	0	25
	S4	3	106	0	0	0	0	109
	S5	- 4	12	0	0	0	0	8
	S6	0	- 31	0	0	0	0	- 31
	S7	3	- 5	0	0	0	0	- 2
	All Grades	1	259	0	0	0	0	260
Kwai Tsing	S1	0	149	0	0	0	0	149
	S2	0	213	0	0	0	0	213
	S3	0	180	0	0	0	0	180
	S4	0	302	0	0	0	0	302
	S5	0	0	0	0	0	0	0
	S6	0	- 84	0	0	0	0	- 84
	S7	0	- 11	0	0	0	0	- 11
	All Grades	0	749	0	0	0	0	749
Islands	S1	6	76	0	52	13	0	147
	S2	0	51	0	36	63	0	150
	S3	7	87	0	32	64	0	190
	S4	29	112	0	130	- 11	0	260
	S5	0	54	0	92	- 5	0	141
	S6	1	- 21	0	- 13	0	0	- 33
	S7	7	2	0	8	0	0	17
	All Grades	50	361	0	337	124	0	872

Appendix 2(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	207	3 439	75	739	93	276	4 829
	S2	307	3 844	14	618	201	224	5 208
	S3	257	3 444	- 35	591	182	238	4 677
	S4	439	4 421	- 29	1 185	238	264	6 518
	S5	234	1 863	- 63	700	580	237	3 551
	S6	- 33	-1 033	- 34	- 239	411	316	- 612
	S7	81	196	- 18	167	523	348	1 297
	All Grades	1 492	16 174	- 90	3 761	2 228	1 903	25 468

- Notes:
- (1) Figures refer to the position as at September of the school year.
 - (2) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (3) Figures on number of vacant places, no matter at grade, district and territory-wide levels, are derived by deducting the number of students from the corresponding number of places. They reflect the net number of vacant places in individual districts/grades after off-setting by students over-enrolled in some schools of the districts concerned.

**Numbers of Aided and Government Secondary Schools
with 3 classes, 4 classes, 5 classes and 6 or more classes
at Secondary 1 (S1) to Secondary 5 (S5) levels by district in the 2007/08 School Year**

District	3 classes					4 classes					5 classes					6 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	3	3	3	3	3	6	6	6	6	6	0	0	0	0	0
Hong Kong East	4	4	4	2	1	4	4	2	13	14	19	19	17	12	13	0	0	4	0	0
Islands	2	1	2	1	1	0	1	0	2	4	5	5	5	3	1	0	0	0	0	0
Kowloon City	0	1	0	2	2	6	6	5	8	7	19	18	18	14	15	5	5	6	6	6
Kwai Tsing	0	0	1	1	0	8	8	7	17	18	22	22	23	15	15	1	1	1	0	0
Kwun Tong	1	1	2	0	0	3	3	2	11	11	21	21	21	15	15	2	2	2	1	1
North	1	1	0	0	0	3	1	1	6	7	15	17	14	13	12	0	0	3	0	0
Sai Kung	0	0	0	1	1	0	0	0	13	13	18	18	16	5	5	1	1	3	0	0
Sham Shui Po	0	0	0	0	0	2	4	5	6	4	14	12	11	9	11	1	1	1	1	1
Sha Tin	3	3	2	2	2	7	7	5	14	16	29	29	31	25	24	0	0	0	0	0
Southern	2	2	1	0	0	7	7	7	8	8	4	3	3	3	3	1	2	2	2	2
Tai Po	1	0	1	0	0	2	3	3	6	5	15	15	15	15	17	0	0	0	1	0
Tsuen Wan	0	0	0	0	0	2	2	2	5	6	11	11	11	8	7	0	0	0	0	0
Tuen Mun	2	1	0	1	1	7	5	5	14	16	28	31	31	22	20	0	0	0	0	0
Wan Chai	0	0	0	0	0	8	8	5	5	5	3	3	6	5	5	1	1	1	2	2
Wong Tai Sin	1	2	2	1	1	6	5	5	11	11	15	15	14	10	10	1	1	2	1	1
Yau Tsim Mong	0	0	0	0	0	5	5	5	6	7	6	6	5	6	5	2	2	3	1	1
Yuen Long	0	0	0	0	1	3	2	0	15	17	26	24	25	17	15	6	9	10	3	0

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Numbers of Aided and Government Secondary Schools
with 3 classes, 4 classes, 5 classes and 6 or more classes
at Secondary 1 (S1) to Secondary 5 (S5) levels by district in the 2008/09 School Year**

District	3 classes					4 classes					5 classes					6 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	3	3	3	3	3	6	6	6	6	6	0	0	0	0	0
Hong Kong East	5	4	4	1	2	3	4	4	13	13	19	19	19	13	12	0	0	0	0	0
Islands	2	2	1	1	1	0	0	1	1	2	5	5	5	4	3	0	0	0	0	0
Kowloon City	1	0	1	2	2	5	6	6	7	8	19	19	18	15	14	5	5	5	6	6
Kwai Tsing	3	0	0	0	2	6	8	8	15	16	22	22	22	15	15	0	1	1	1	0
Kwun Tong	1	1	1	0	0	4	3	3	11	11	21	21	21	15	15	1	2	2	1	1
North	3	1	1	0	0	2	3	1	5	6	14	15	17	14	13	0	0	0	0	0
Sai Kung	1	0	0	0	1	2	0	0	13	13	16	18	18	6	5	0	1	1	0	0
Sham Shui Po	0	0	0	0	0	3	2	4	4	6	12	13	11	10	8	1	1	1	1	1
Sha Tin	6	3	3	1	2	6	7	7	13	14	26	29	29	26	25	0	0	0	0	0
Southern	2	2	2	0	0	9	7	7	8	8	1	3	2	2	2	1	1	2	2	2
Tai Po	2	1	0	0	0	1	2	3	5	6	13	14	14	14	14	0	0	0	2	1
Tsuen Wan	0	0	0	0	0	2	2	2	6	5	11	11	11	7	8	0	0	0	0	0
Tuen Mun	4	2	1	0	2	10	7	5	13	13	22	28	31	23	22	0	0	0	0	0
Wan Chai	0	0	0	0	0	8	8	8	5	5	3	3	3	6	5	1	1	1	1	2
Wong Tai Sin	2	1	2	1	1	6	6	5	11	11	15	15	15	10	10	0	1	1	1	1
Yau Tsim Mong	0	0	0	0	0	5	5	5	5	6	7	6	6	6	6	1	2	2	2	1
Yuen Long	0	0	0	0	0	4	3	2	12	15	29	26	24	20	16	1	5	8	2	3

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

**Numbers of Aided and Government Secondary Schools
with 3 classes, 4 classes, 5 classes and 6 or more classes
at Secondary 1 (S1) to Secondary 5 (S5) levels by district in the 2009/10 School Year**

District	3 classes					4 classes					5 classes					6 or more classes				
	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5	S1	S2	S3	S4	S5
Central & Western	0	0	0	0	0	3	3	3	3	3	6	6	6	6	6	0	0	0	0	0
Hong Kong East	5	5	4	4	1	6	3	4	4	13	16	19	19	19	13	0	0	0	0	0
Islands	2	2	2	1	1	0	0	0	1	1	5	5	5	5	4	0	0	0	0	0
Kowloon City	1	1	0	1	2	8	5	6	7	7	16	19	19	17	15	5	5	5	5	6
Kwai Tsing	3	3	0	0	0	8	6	8	8	15	20	22	22	22	15	0	0	1	1	1
Kwun Tong	1	1	1	1	0	7	4	3	4	11	19	21	21	21	15	0	1	2	1	1
North	3	3	1	1	0	2	2	3	1	5	14	14	15	17	14	0	0	0	0	0
Sai Kung	1	1	0	0	0	3	2	0	2	13	15	16	18	17	6	0	0	1	0	0
Sham Shui Po	0	0	0	0	0	5	3	2	4	4	9	12	13	10	10	2	1	1	1	1
Sha Tin	6	6	3	3	1	7	6	7	7	13	25	26	29	29	26	0	0	0	0	0
Southern	2	2	2	2	0	9	9	7	7	8	1	1	3	2	2	1	1	1	2	2
Tai Po	3	2	1	1	0	0	1	2	3	5	13	13	14	14	14	0	0	0	0	2
Tsuen Wan	0	0	0	0	0	2	2	2	2	6	11	11	11	11	7	0	0	0	0	0
Tuen Mun	7	5	1	1	1	10	10	8	7	12	19	22	28	29	23	0	0	0	0	0
Wan Chai	0	0	0	0	0	8	8	8	8	5	3	3	3	3	6	1	1	1	1	1
Wong Tai Sin	2	2	1	1	1	10	6	6	6	11	11	15	15	16	10	0	0	1	0	1
Yau Tsim Mong	0	0	0	1	0	5	5	5	5	5	7	7	6	6	6	1	1	2	2	2
Yuen Long	0	0	0	0	1	4	4	3	2	11	29	29	26	24	20	1	1	5	8	2

Note: Arts and Technology Education Centre, Field Studies Centre and Nature Education cum Astronomical Centre are not included as they only provide support services to secondary schools for curriculum enrichment.

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

Reply Serial No.

EDB132

Question Serial No.

2771

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the implementation of the small class teaching (SCT) policy in primary schools,

- a) please give, for each of the 18 districts in Hong Kong, a breakdown on the number of schools implementing SCT, their percentage share in the total number of primary schools in the respective districts, and the number of Primary 1 places and students in the respective districts in the 2009/10 and 2010/11 school years;
- b) what are the teacher-to-student ratio and the teacher-to-class ratio for schools implementing SCT? Are they different from those before the implementation of SCT and how are they different?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of public sector primary schools by district with breakdown of schools implementing small class teaching in the 2009/10 and 2010/11 school years, as well as the total number of Primary 1 school places and students in the 2009/10 school year, are tabulated at Annex.

In working out the estimated overall teacher-to-student ratio for public sector primary schools in a particular school year, we have to make reference to the latest total student enrolment and latest number of teachers in all public sector primary schools, as well as the projected year-on-year changes of the territory-wide school-age populations and the projected change in number of teacher posts. The estimation is done at an aggregate level. In the 2009/10 school year, the overall teacher-to-student ratio in public sector primary schools is 1:15.8. For the 301 schools implementing small class teaching in the 2009/10 school year, it is worth-noting that small class teaching is being implemented in Primary 1 in the 2009/10 school year and will be progressed each year to a higher level to cover Primary 6 in the 2014/15 school year. Given that individual schools may have their development plans and teachers of a primary school may teach across grades, we are not able to compile the teacher-to-student ratio or teacher-to-class ratio specifically for the schools implementing small class teaching in Primary 1 in the 2009/10 school year.

Similarly, regarding the situation in the 2010/11 school year, the projected enrolment in schools will be subject to a number of factors including parental choices, the results of Primary 1 places allocation, repetition and drop-out of students, the number of newly-arrived children from the Mainland to be admitted, demographic movements, individual schools' development plans including their applications for additional teacher posts under various education initiatives and the total number of classes to be approved, etc., the overall teacher-to-student ratio for primary schools in the 2010/11 school year will be available by end-2010 when data relating to the actual student enrolment, the number of classes approved to be operated and the actual number of teachers in each school have been collected and processed through relevant surveys.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 15 March 2010 _____

District [school-netting under Primary One Admission System]	2009/10 school year				2010/11 school year
	No. of public sector primary schools (Note 1)	No. [%] of schools which have implemented SCT in Primary 1	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. [%] of schools which will implement SCT in Primary 1
Central & Western [Net 11]	17	9 [52.9]	1255	1145	9 [52.9]
Wan Chai [Net 12]	16	10 [62.5]	1355	1323	10 [62.5]
Eastern [Net 14 & 16]	27	15 [55.6]	2545	2370	16 [59.3]
Southern [Net 18]	12	9 [75]	970	886	9 [75]
Yau Tsim Mong [Net 31 & 32]	20	0 [0]	1890	1836	4 [21.1] (Note 2)
Sham Shui Po [Net 40]	21	0 [0]	2250	2103	4 [19]
Kowloon City [Net 34, 35 & 41]	33	19 [57.6]	3050	3009	21 [63.6]
Wong Tai Sin [Net 43 & 45]	27	22 [81.5]	2300	2173	24 [88.9]
Kwun Tong [Net 46 & 48]	32	25 [78.1]	3575	3554	26 [81.3]
Sai Kung [Net 95]	22	22 [100]	1925	1814	22 [100]
Sha Tin [Net 88, 89 & 91]	38	27 [71.1]	3510	3353	27 [71.1]
Tai Po [Net 84]	18	16 [88.9]	1670	1583	16 [88.9]
North [Net 80, 81 & 83]	28	17 [60.7]	2685	2762	17 [60.7]
Yuen Long [Net 72, 73 & 74]	45	39 [86.7]	4075	3973	40 [88.9]
Tuen Mun [Net 70 & 71]	37	29 [78.4]	2990	2842	28 [77.8] (Note 3)
Tsuen Wan [Net 62]	18	10 [55.6]	1740	1741	10 [55.6]
Kwai Tsing [Net 64, 65 & 66]	33	19 [57.6]	3280	3135	21 [63.6]
Islands [Net 96, 97, 98 & 99]	16	13 [81.3]	1040	972	14 [87.5]

Notes :

- Figures refer to schools with approved Primary 1 classes in the 2009/10 school year.
- Having taken into account the latest information that two bi-sessional schools in Net 31 will turn whole-day operation in the 2010/11 school year, 19 has been adopted as the total number of schools in the Yau Tsim Mong district when working out the percentage of schools implementing small class teaching in the 2010/11 school year.
- According to the latest information, two bi-sessional schools in Net 71 which have implemented SCT in Primary 1 in the 2009/10 school year will turn whole-day operation in the 2010/11 school year, the number of schools implementing small class teaching in the Tuen Mun district in the 2010/11 school year has become 28 and 36 has been adopted as the total number of schools in the Tuen Mun district when working out the percentage of schools implementing Small Class Teaching in the 2010/11 school year.
- We are unable to compile the total number of Primary 1 school places and students for the 2010/11 school year as the projected number of approved classes and enrolment in schools in the 2010/11 school year will be subject to a number of factors including parental choices, the results of Primary 1 places allocation, repetition and drop-out of students, the number of newly-arrived children from the Mainland to be admitted, demographic movements, etc.

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

Reply Serial No.

EDB133

Question Serial No.

2772

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the pre-primary education in the 2009/10 school year, please provide the following information:

- (a) the number of qualified in-service kindergarten teachers in the territory, and the respective number of these teachers in whole-day and half-day kindergartens;
- (b) among the qualified kindergarten teachers, the number and percentage of kindergarten teachers holding Certificate in Early Childhood Education (C(ECE)); the respective number and percentage of kindergarten teachers pursuing and not enrolled in Certificate/Diploma in Early Childhood Education programmes;
- (c) the respective number and percentage of kindergarten teachers holding and pursuing Certificate/Diploma in Early Childhood Education in the local kindergartens outside the Pre-primary Education Voucher Scheme (PEVS);
- (d) the number and percentage of kindergarten teachers holding and pursuing Bachelor Degree in Early Childhood Education (BEd(ECE));
- (e) the number and percentage of kindergarten principals holding and pursuing BEd(ECE);
- (f) the number and percentage of wastage of kindergarten teachers, and the number and percentage of those holding Certificate/Diploma in Early Childhood Education.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Regarding the pre-primary education in the 2009/10 school year, the reply in seriatim is -

- (a) The number of teachers with Qualified Kindergarten Teacher (QKT) qualification or above in local kindergartens (KGs) is 9 116, including 2 681 in KGs operating half-day classes, 1 943 in KGs operating whole-day classes and 4 492 in KGs operating both half-day and whole-day classes.

- (b) Among the teachers with QKT, the number and percentage of teachers holding/ pursuing / not yet enrolled in C(ECE) is tabulated below :

Number and percentage (in brackets) of QKT holding C(ECE)	5 562 (61%)
Number and percentage (in brackets) of QKT pursuing C(ECE)	3 001 (32.9%)
Number and percentage (in brackets) of QKT not yet enrolled in C(ECE)	553 (6.1%)

- (c) Among the teachers in KGs not joining PEVS, 444 (46.7%) and 238 (25.1%) are holding and pursuing the C(ECE) qualification respectively.
- (d) The number and percentage of KG teachers (including principals) holding and pursuing BEd(ECE) are 880 (9.2%) and 1 983 (20.8%) respectively.
- (e) The number and percentage of KG principals holding and pursuing BEd(ECE) are 278 (35%) and 281 (35.3%) respectively.
- (f) The wastage rate of KG teachers is 7.2%. The number and percentage of these teachers holding C(ECE) is 185 (27.4%).

Note:

The figures are provisional and are referring to the position as at mid September 2009.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 12 March 2010

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

Reply Serial No.

EDB135

Question Serial No.

2774

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

- (a) Please inform us of the amount of subsidies allocated by the Government to the Pre-primary Education Voucher Scheme (PEVS) and the expenditures (including fee remission, training and rent subsidy, etc.) on pre-primary education in the 2009/10 school year.
- (b) What is the number of whole-day kindergartens under the subsidy of PEVS in the 2009/10 school year? Of these kindergartens, how many provide extended service? What is the total amount of grant for the extended service?

Asked by : Hon. CHEUNG Man-kwong

Reply :

- (a) The breakdown of expenditure for pre-primary education in 2009-10 is as follows:

	(\$ million) (Revised Estimate)
Pre-primary Education Voucher Scheme	1,609.4
Kindergarten and Child Care Centre Fee Remission Scheme	323.4
Refund of rent, rates and government rent	189.0
Child Care Centre Subsidy Scheme (Note 1)	12.0
Principal and teacher training (Note 2)	45.8

Note:

1. With the introduction of PEVS, the Kindergarten and Child Care Centre Subsidy Scheme applies to Child Care Centres only and has been renamed as Child Care Centre Subsidy Scheme with effect from the 2008/09 school year.
 2. Including the payments for the commissioned "Three-Year-In-service Certificate in Early Childhood Education Course for the 2007, 2008 and 2009 Intakes" and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under PEVS for approved course(s) in early childhood education.
- (b) In the 2009/10 school year, there are 606 whole-day non-profit-making kindergartens joining the PEVS. According to Social Welfare Department (SWD), 97 of them receive subvention from SWD to provide the Extended Hours Service (EHS). SWD advises that it does not have separate breakdown subvention just on EHS for this group of operators concerned.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB136

Question Serial No.

2775

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide a breakdown of the names of course providers, amount of government subsidies, course fees, number of places and number of students of all the certificate, diploma and higher diploma programmes in the territory for qualified kindergarten teachers in the 2009/10 school year (please specify by levels).

Asked by : Hon. CHEUNG Man-kwong

Reply :

For the 2009/10 school year, in-service Certificate in Early Childhood Education programme is offered to all serving qualified kindergarten teachers. The course providers, tuition fees and number of places are provided as follows:

		Course Providers			
		HKIVE (LWL)	HKIEd	HKBU	OUHK
No. of intake in 2009/10 (Tuition fee per course in brackets)	EDB-commissioned	308 (\$12,546)			
	UGC-funded		222 (Free)		
	Self-financed			<i>31#</i> <i>(\$60,060)</i>	<i>230#</i> <i>(\$50,000)</i>

- The numbers in italics and marked with # denote non-subsidised places.

For EDB-commissioned courses, the total number of students at Year 2 (2008 Intake) is 700 as at mid-September 2009, and that at Year 3 (2007 Intake) is 736. EDB has not collected information on student numbers for other courses.

Information on the amount of subsidies of each of the subsidised training places for serving kindergarten teachers other than those commissioned by EDB is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants. Information on the unit cost of the self-financed places is also not available as the course providers consider it not appropriate to disclose the information. The three-year in-service training course on Certificate in Early Childhood Education commissioned by EDB for the 2009/10 intake in HKIVE(LWL) involves a total subsidy of around \$16 million.

Key :

HKIVE(LWL) - Hong Kong Institute of Vocational Education (Lee Wai Lee)

HKIEd - The Hong Kong Institute of Education

HKBU - Hong Kong Baptist University

OCHK - The Open University of Hong Kong

EDB - Education Bureau

UGC - University Grants Committee

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB138

Question Serial No.

2777

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the pre-primary education in 2008-09 and 2009-10, please give a breakdown of:

- (a) the number of local non-profit-making kindergartens and the number of teachers and students in these kindergartens by the following categories: non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme, non-profit-making kindergartens without joining the Scheme and private independent kindergartens converted to non-profit-making kindergartens under the subsidy of the Scheme;
- (b) the number of local private independent kindergartens and the number of teachers and students in these kindergartens by the following categories: private independent kindergartens without joining the Scheme and private independent kindergartens under the subsidy of the Scheme during the 3-year transitional period;
- (c) the number of kindergartens which are kindergarten-cum-child care centres in items (a) and (b) above, the number of kindergarten-cum-child care centres joining the Scheme, and the number of teachers and students involved;
- (d) the number of whole-day nursery schools, and the number of teachers and students involved.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The reply in seriatim for the 2008/09 and 2009/10 school years is -

- (a) The number of local non-profit-making (NPM) kindergartens (KG) (including kindergarten-cum-child care centres) and their number of teachers and students by category are as follows -

2008/09 school year

Type of KG	Number of local KG	Number of Teachers	Number of Students
NPM KG joining the Pre-primary Education Voucher Scheme (PEVS) (Note)	776	8 112	114 088 [#]
NPM KG not joining PEVS	12	143	1 547
Total	788	8 255	115 635

Note: The above figure includes 26 private independent (PI) KG converted into NPM operation in the 2008/09 school year, with 233 teachers and 3 342 students[#].

2009/10 school year

Type of KG	Number of local KG	Number of Teachers	Number of Students
NPM KG joining PEVS (Note)	762	8 285	117 195 [#]
NPM KG not joining PEVS	12	143	1 516
Total	774	8 428	118 711

Note: The above figure includes 4 PI KG converted into NPM operation in the 2009/10 school year, with 24 teachers and 332 students#.

- (b) The number of local PI KG joining PEVS under the three-year transitional period and those not joining, and their number of teachers and students are as follows -

2008/09 school year

Type of KG	Number of local KG	Number of Teachers	Number of Students
PI KG joining PEVS during the three-year transitional period	44	391	5 431 [#]
PI KG not joining PEVS	57	741	10 442
Total	101	1 132	15 873

2009/10 school year

Type of KG	Number of local KG	Number of Teachers	Number of Students
PI KG joining PEVS during the three-year transitional period	38	313	4 144 [#]
PI KG not joining PEVS	60	807	11 438
Total	98	1 120	15 582

- (c) Of (a) and (b) above, the number of local kindergarten-cum-child care centres (KG-cum-CCC), the number of KG-cum-CCC joining PEVS and the number of teachers and students in these KG-cum-CCC are as follows:

	2008/09 School Year	2009/10 School Year
No. of KG-cum-CCC	420	423
No. of KG-cum-CCC joining PEVS	373	374
No. of teachers in KG-cum-CCC joining PEVS	3 217	3 309
No. of students in KG-cum-CCC joining PEVS	35 323 [#]	36 271 [#]

- (d) The number of local KG, including KG-cum-CCC, operating only whole-day classes in K1 to K3 and the number of teachers and students in these KG are as follows:

	2008/09 School Year	2009/10 School Year
No. of KG	239	232
No. of teachers	1 981	1 962
No. of students	18 611	18 486

- # The figure is the total number of enrolment in these KG including students in non-local classes and students not holding the Certificate of Eligibility under PEVS.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 15 March 2010

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

Reply Serial No.

EDB139

Question Serial No.

2778

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

After the introduction of the Pre-primary Education Voucher Scheme (PEVS), in the school years from 2007/08 to 2009/10,

- (a) how many whole-day and half-day kindergartens joining PEVS were approved to increase their school fees? What was the highest, lowest and average rate of increase?
- (b) How many half-day kindergartens which were included in PEVS after their conversion to non-profit-making kindergartens from private independent kindergartens charged a school fee of \$21,000-\$21,999, \$22,000-\$22,999, \$23,000-\$23,999 and \$24,000? What was their percentage share among the converted half-day kindergartens? Please give a yearly breakdown.

Asked by : Hon. CHEUNG Man-kwong

Reply :

- (a) The number of non-profit-making (NPM) whole-day (WD) and half-day (HD) kindergartens (KG) joining the Pre-primary Education Voucher Scheme (PEVS) having been approved to increase their school fees and the highest, lowest and average rate of increase from the 2007/08 to 2009/10 school years are at Appendix I.
- (b) The numbers of HD KG which were included in PEVS after their conversion to NPM KG from private independent (PI) status charging a school fee of \$21,000-\$21,999, \$22,000-\$22,999, \$23,000-\$23,999 and \$24,000 and their percentage share among the converted HD KG from the 2007/08 to 2009/10 school years are at Appendix II.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

The number of non-profit-making (NPM) whole-day (WD) and half-day (HD) kindergartens (KG) joining the Pre-primary Education Voucher Scheme (PEVS) with fee increase, the highest, lowest and average rate of increase in the respective school years from 2007/08 to 2009/10

2007/08 school year	HD	WD
Number of NPM KG under PEVS with school fees increased	371	458
The highest rate of increase (Note)	65%	53%
The lowest rate of increase	1%	0.3%
The weighted average rate of increase	10.5%	8.9%

Note: Subsequent to replacement of Kindergarten and Child Care Centre Subsidy Scheme (KCSS) with PEVS from the 2007/08 school year, KG under the former KCSS may have to reflect the cost previously covered by KCSS in the approved school fee. The average rate of KCSS subsidy was \$2,300 per student per annum.

2008/09 school year	HD	WD
Number of NPM KG under PEVS with school fees increased	352	429
The highest rate of increase	27%	20%
The lowest rate of increase	0.08%	0.3%
The weighted average rate of increase	4.8%	4.6%

2009/10 school year	HD	WD
Number of NPM KG under PEVS with school fees increased	255	276
The highest rate of increase	42%	13%
The lowest rate of increase	0.01%	0.008%
The weighted average rate of increase	2.4%	1.6%

Remark : A KG with both HD and WD sessions is counted in both the HD and WD columns.

The number of half-day (HD) private independent kindergartens (PI KG) converted into non-profit-making (NPM) status for joining the Pre-primary Education Voucher Scheme (PEVS), the range of their school fee and the percentage share in the respective school years from 2007/08 to 2009/10

2007/08 school year

HD School Fee	No. of HD PI KG converted to NPM for joining PEVS	% share
\$21,000-\$21,999	6	6.1%
\$22,000-\$22,999	3	3.0%
\$23,000-\$23,999	4	4.0%
\$24,000	16	16.2%

2008/09 school year

HD School Fee	No. of HD PI KG converted to NPM for joining PEVS	% share
\$21,000-\$21,999	1	3.8%
\$22,000-\$22,999	5	19.2%
\$23,000-\$23,999	1	3.8%
\$24,000	1	3.8%

2009/10 school year

HD School Fee	No. of HD PI KG converted to NPM for joining PEVS	% share
\$21,000-\$21,999	0	--
\$22,000-\$22,999	0	--
\$23,000-\$23,999	0	--
\$24,000	3	75.0%

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

Reply Serial No.

EDB140

Question Serial No.

3091

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :
871 Vocational Training Council
950 Hong Kong Examinations and
Assessment Authority
976 Vocational Training Council
(Block Vote)

Programme : (6) Vocational Education
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please list out and compare the breakdowns of expenditure under the above three Subheads in 2008-09 and 2009-10, and give the reasons for the changes in expenditure. Please also list out the breakdowns of estimated expenditure under these Subheads for 2010-11, and give the reasons for the changes.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The provision for the Vocational Training Council (VTC) under capital account Subhead 871 and Subhead 976 for the financial year 2008-09 to 2010-11 is tabulated below —

	Actual expenditure <u>2008-09</u>	Revised estimate <u>2009-10</u>	Estimate <u>2010-11</u>
	\$'000	\$'000	\$'000
Subhead 871			
Item 867 Digital Media Asset Management System of Vocational Training Council	7,800	-	-
Item 829 Development of supporting information technology systems in Vocational Training Council for flexible delivery of vocational education and training programmes	-	3,740	2,620
Item 824 Replacement of Mock-up Ship's Simulator at Maritime Services Training Institute	-	2,500	-
	7,800	6,240	2,620
Subhead 976			
Vocational Training Council (block vote)	26,649	32,538	32,733

The capital account Subhead 871 covers one-off capital items such as major systems and equipment for supporting the operations of the VTC. The decrease of provision under this Subhead is due to the completion of the digital media asset management system in 2008-09 and the replacement of mock-up ship simulator by the end of 2009-10, and reduced cashflow in 2010-11 for the information technology (IT) project for supporting flexible programme delivery.

Subhead 976 covers items of replacement and additional furniture and equipment for existing teaching and training venues under VTC, that requires a subsidy of not more than \$2,000,000 each. The increase in provision in 2009-10 is mainly due to the replacement and addition of training facilities of the latest technologies in order to support the manpower development of industries, such as training equipment related to aircraft maintenance, optical technology, multi-media and information systems, etc.

The provision for the Hong Kong Examinations and Assessment Authority (HKEAA) under capital account Subhead 950 for the financial year 2008-09 to 2010-11 is tabulated below —

		Actual expenditure <u>2008-09</u>	Revised Estimate <u>2009-10</u>	Estimate <u>2010-11</u>
		\$'000	\$'000	\$'000
Subhead 950				
Item 808	Grant to support the modernisation and development of the examination systems of the Hong Kong Examinations and Assessment Authority	20,892	37,069	34,183
Item 832	Development of the Hong Kong Diploma of Secondary Education Examination system	-	4,613	61,190
	Total:	20,892	41,682	95,373

The 2010-11 estimates have increased significantly over 2008-09 and 2009-10 because Item 832 was introduced in 2009-10 and major expenditure for this item starts to incur in 2010-11.

Item 808 under Subhead 950 is a grant to support the modernisation and development of the examination systems of HKEAA. The variance in expenditure over the years reflects the different stages of the development of the projects covered by the grant. The actual expenditure of \$20.892 million in 2008-09 was mainly for the enhancement of IT infrastructure and systems. The revised estimate for 2009-10 is significantly higher than the actual expenditure in 2008-09 because the major cost for the Phase II renovation of Tsuen Wan Assessment Centre is incurred in 2009-10. The estimate for 2010-11 is similar to the revised estimate for 2009-10. The estimated decrease in expenditure, due to the two projects (i.e. the enhancement of IT infrastructure and systems and Phase II renovation of Tsuen Wan Assessment Centre) nearing completion, will be partially offset by the estimated increase in expenditure for procurements relating to the enhancement of security and supervision of examination centres.

Item 832 under Subhead 950 is a grant to HKEAA for the development of the Hong Kong Diploma of Secondary Education Examination (HKDSE) system. The variance in expenditure over the years reflects the different stages of the development of the project. As the HKEAA only started the system development work in the third quarter of 2009, the revised estimate for 2009-10 was only to meet the initial costs of system design and implementation service. There is a significant increase in the estimate for 2010-11 over the revised estimate for 2009-10 because major items of expenditure start to incur in 2010-11, including, for example, procurements relating to the new system and upgrading of existing systems in support of the new examination.

Signature	_____
Name in block letters	_____ Raymond H C Wong _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2010 _____

Financial provisions

	2008-09 Actual \$ million	2009-10 Revised Estimate \$ million	Change over 2008-09 \$ million	2010-11 Estimate \$ million	Change over 2009-10 Revised Estimate \$ million
DSS					
DSS subsidy	2,023.3	2,338.2	+314.9	2,425.9	+87.7
Rates and government rent	31.7	43.5	+11.8	44.7	+1.2
Others	37.4	40.2	+2.8	54.2	+14.0
	2,092.4	2,421.9	+329.5	2,524.8	+102.9
ESF junior schools					
Basic and Hardship Grants	111.0	111.7	+0.7	111.4	-0.3
Rates and government rent	2.5	3.1	+0.6	3.8	+0.7
Others	1.6	2.0	+0.4	2.1	+0.1
	115.1	116.8	+1.7	117.3	+0.5
ESF secondary schools					
Basic and Hardship Grants	160.3	161.1	+0.8	160.7	-0.4
Rates and government rent	4.6	5.0	+0.4	6.1	+1.1
Others	2.5	2.7	+0.2	3.4	+0.7
	167.4	168.8	+1.4	170.2	+1.4
Miscellaneous educational services					
Educational support for students and schools	90.6	98.4	+7.8	153.7	+55.3
Subsidies to educational bodies	58.4	63.0	+4.6	65.9	+2.9
Home-school co-operation	13.2	13.8	+0.6	22.0	+8.2
Others	0.5	0.6	+0.1	0.6	+0.0
	162.7	175.8	+13.1	242.2	+66.4
VTC*	1,595.3	1,697.7	+102.4	1,653.9	-43.8

* No breakdown of provision to VTC as recurrent subvention is provided to it in the form of an annual block grant.

Reasons for major changes

DSS

- (a) The increase of \$329.5 million (15.7%) in 2009-10 revised estimate over the 2008-09 actual expenditure is mainly due to additional school places and increase in DSS Unit Subsidy rates, which is partly offset by the 2009 pay adjustment.
- (b) The increase of \$102.9 million (4.2%) in 2010-11 estimate over the 2009-10 revised estimate is mainly due to additional school places, which is partly offset by the full-year effect of the 2009 pay adjustment.

ESF junior and secondary schools

- (c) The increase of \$3.1 million (1.1%) in 2009-10 revised estimate over the 2008-09 actual expenditure is mainly due to the increased requirements for Basic and Hardship Grants as well as rates and government rent.
- (d) The increase of \$1.9 million (0.7%) in 2010-11 estimate over the 2009-10 revised estimate is mainly due to the increased requirements in rates and government rent.

Miscellaneous educational services

- (e) The increase of \$13.1 million (8.1%) in 2009-10 revised estimate over the 2008-09 actual expenditure is mainly due to the increased provision for national education activities for young people and subsidies to Hong Kong Society for the Blind.
- (f) The increase of \$66.4 million (37.8%) in 2010-11 estimate over the 2009-10 revised estimate is mainly due to the increased provision for school-based after-school learning and support programmes for non-governmental organisations and home-school co-operation activities.

VTC

- (g) The increase of \$102.4 million (6.4%) in 2009-10 revised estimate over the 2008-09 actual expenditure is mainly due to the full-year effect of implementing free full-time education programmes for secondary 3 school leavers, the establishment of the Qualifications Framework Secretariat and one-off funding for enhancing employability of its graduating students, which is partly offset by the 2009 pay adjustment.
- (h) The decrease of \$43.8 million (2.6%) in 2010-11 estimate as compared with the 2009-10 revised estimate is mainly due to the non-recurrence of the one-off funding for enhancing employability in 2009-10, the full-year effect of the 2009 pay adjustment, which is partly offset by additional recurrent cost for its new campus in Tseung Kwan O and provision for new initiatives, including additional higher diploma places and modules for its students.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 12 March 2010

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

Reply Serial No.

EDB142

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

3093

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the two public examinations, namely the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination, conducted by the Hong Kong Examinations and Assessment Authority in 2007-08, 2008-09 and 2009-10, please give a breakdown of the following:

- a. the number of appeal applications received (please list out separately the appeals for rechecking scores and appeals for remarking scripts) by subject, the number of cases with result upgraded after review, the expenditure involved and the amount of fees refunded; and
- b. the number of appeal review applications received by category, the number of cases with different results after review by category, the expenditure involved and the total amount of fees refunded.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Regarding the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination conducted in 2007-08, 2008-09 & 2009-10, the Hong Kong Examination and Assessment Authority (HKEAA) has provided the following information -

- a. The number of appeal applications by subject, the number of cases with results upgraded after review, the expenditure involved and the fees refunded to applicants are at Appendix 1.
- b. The number of appeal review applications by category, the number of cases with different results after review, the expenditure involved and the fees refunded to applicants are at Appendix 2.

The fees are received and expenditure incurred by HKEAA, a self-financing statutory body.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

Appeal applications**Table 1 –Hong Kong Certificate of Education Examination**

	2007-08 (2007 Examination)		2008-09 (2008 Examination)		2009-10 (2009 Examination)	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
i) rechecking and remarking application per subject						
Add Mathematics	12	223	13	363	13	628
Biology	14	330	14	424	13	676
Budd Studies	0	4	0	2	0	8
Chemistry	11	348	9	507	12	778
Chinese History	5	175	4	207	7	423
Chin Language	100	2 782	78	2 597	47	4 018
Chin Literature	2	109	1	176	3	283
Commerce	8	100	3	148	7	139
Comp & IT	5	72	5	116	4	181
Design & Tech	0	3	0	3	0	5
D & T (Alt Syll)	0	0	0	0	0	2
EPA	0	3	0	1	0	8
Economics	17	599	16	595	31	1 290
Elect &Electricity	0	0	0	0	0	1
English Language	112	1 130	54	1 271	56	2 006
French	0	0	0	0	0	1
Geography	7	329	10	414	14	620
GPA	0	7	0	5	0	11
Graphical Comm	0	2	0	1	0	5
History	6	220	1	242	3	366

	2007-08 (2007 Examination)		2008-09 (2008 Examination)		2009-10 (2009 Examination)	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
Home Ec (Dress)	0	0	0	2	0	1
Home Ec (Food)	0	2	1	4	0	1
Int Humanities	0	12	1	20	0	48
Lit in English	0	58	1	60	0	82
Mathematics	33	405	17	322	32	491
Music	2	23	0	20	0	15
Phy Education	1	5	2	5	2	13
Physics	16	482	16	687	13	815
Prin of Accounts	13	89	7	163	5	210
Putonghua	6	23	9	30	7	55
Religious Studies	4	180	3	272	2	345
Sci and Tech	0	7	2	5	0	13
Social Studies	1	2	0	2	0	2
Tech Studies	0	0	0	0	0	3
Travel & Tourism	1	24	1	42	1	55
Visual Arts	2	52	0	54	1	102
WP & BC (Eng)	0	5	0	4	1	5
Total :	378	7 805	268	8 764	274	13 705
ii) No. of cases with result upgraded	0	604	0	780	0	1 019
iii) Expenditure in handling appeal applications for the year	\$3.584 million		\$5.123 million		\$5.471 million	
iv) Fees refunded to applicants	\$0.335 million		\$0.479 million		\$0.593 million	

Table 2 – Hong Kong Advanced Level Examination

		2007-08 (2007 Examination)		2008-09 (2008 Examination)		2009-10 (2009 Examination)	
		Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
i) rechecking and remarking application per subject							
A	Applied Mathematics	2	70	2	55	0	53
AS	Applied Mathematics	1	12	0	27	0	30
A	Biology	5	854	6	1 253	3	1 373
A	Business Studies	2	260	1	443	5	592
A	Chemistry	13	844	7	1 010	6	1 320
AS	Chemistry	0	1	0	7	0	1
A	Chinese History	3	377	4	551	2	642
AS	Chinese History	0	6	1	15	0	28
AS	Chinese Language and Culture	48	1 730	57	2 306	23	3 412
A	Chinese Literature	2	384	0	389	1	552
AS	Computer Applications	2	60	0	99	2	124
A	Computer Studies	0	12	0	11	0	19
A	Economics	10	639	6	874	7	1 279
AS	Economics	1	8	0	6	0	7
AS	Electronics	0	1	0	0	0	0
AS	Ethics and Religious Studies	0	4	0	13	0	66
A	Geography	4	568	5	807	5	1 028
A	Government and Public Affairs	0	22	0	15	0	35
AS	Government and Public Affairs	0	2	0	2	0	8
A	History	1	361	2	543	3	607

		2007-08 (2007 Examination)		2008-09 (2008 Examination)		2009-10 (2009 Examination)	
		Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
AS	History (Syllabus A)	0	23	1	17	0	27
AS	History (Syllabus B)	0	12	0	16	0	15
AS	Liberal Studies	4	119	5	162	6	300
A	Literature in English	0	32	0	22	0	43
AS	Literature in English	0	8	0	8	0	4
AS	Mathematics and Statistics	12	217	15	230	6	175
A	Physics	19	876	12	1 070	9	1 228
AS	Physics	0	8	0	5	0	2
A	Principles of Accounts	10	214	11	471	13	393
A	Psychology	1	57	1	72	0	102
AS	Psychology	2	3	0	6	0	3
A	Pure Mathematics	18	616	14	919	15	1 502
AS	Use of English	69	2 054	61	2 695	36	3 516
A	Visual Arts	1	1	0	3	0	20
AS	Visual Arts	0	0	0	1	0	0
Total :		230	10 455	211	14 123	142	18 506
ii) No. of cases with result upgraded		1	809	0	1 432	3	2 093
iii) Expenditure in handling appeal applications for the year		\$5.184 million		\$7.849 million		\$9.173 million	
iv) Fees refunded to applicants		\$0.575 million		\$1.100 million		\$1.523 million	

Appeal review applicationsTable 1 –Hong Kong Certificate of Education Examination

	2007-08 (2007 Examination)		2008-09 (2008 Examination)		2009-10 (2009 Examination)	
	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review
a) Category						
i) Processing of Examination irregularities	1	1	4	0	4	2
ii) Review on the process of rechecking and remarking	47	4	32	1	36	2
iii) Review on the marking of scripts after access to scripts	0	0	0	0	10	0
b) Expenditure in handling appeal review applications for the year	\$0.627million		\$0.645 million		\$0.664 million	
c) Fees refunded to applicants	\$3,000		\$660		\$2,900	

Table 2 – Hong Kong Advanced Level Examination

	2007-08 (2007 Examination)		2008-09 (2008 Examination)		2009-10 (2009 Examination)	
	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review
a) Category						
i) Processing of Examination irregularities	5	0	4	0	0	0
ii) Review on the process of rechecking and remarking	11	0	18	2	31	0
iii) Review on the marking of scripts after access to scripts	0	0	0	0	6	0
b) Expenditure in handling appeal review applications for the year	\$0.562 million		\$0.578 million		\$0.595 million	
c) Fees refunded to applicants	\$0		\$1,320		\$0	

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB143

Question Serial No.

0438

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

At present in Hong Kong, how many primary students in each grade show the following learning differences: intellectual disabilities (ID), physical disabilities (PD), hearing impairment (HI), visual impairment (VI), autistic spectrum disorders (ASD), attention deficit/hyperactivity disorder (AD/HD), dyslexia, giftedness, speech and language impairment (SLI), etc? What service is provided to support each type of learning differences? What is the average cost of support per student in 2010-11?

Asked by : Hon. LEE Wai-king, Starry

Reply :

As at September 2009, 13 720 students in mainstream primary schools are identified to have intellectual disability, physical disability, hearing impairment, visual impairment, autism spectrum disorders, attention deficit/hyperactivity disorder, specific learning difficulties or speech and language impairment. Distribution of these students in each grade is as follows:

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6
470*	1 900	2 940	3 130	2 730	2 550

* The figure denotes children assessed and diagnosed before admission to Primary One. The number of students identified to have special educational needs will increase during the year through early identification and intervention measures.

To support schools to cater for student diversity through the Whole School Approach, the Government provides additional resources including Learning Support Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, etc. Schools are advised to pool together school resources and deploy them holistically and flexibly to render support services to students in accordance with their special educational needs. Apart from additional resources, we also provide professional support for schools to help them cater for students with special educational needs in terms of assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training and teaching resources developed for use of teachers and parents, etc. As regards Gifted Education, since we adopt a broad perspective for giftedness, there is no absolute number of gifted students in primary schools. Support services include teacher training, production of web-based learning programmes, curriculum resources, territory-wide competitions, enrichment programmes at the Fung Hon Chu Gifted Education Centre and sending gifted students to participate in various exchange/study programmes and cross border Olympiads. In view of the variety of support services provided directly and indirectly for students, we are unable to provide the average cost of support services for each student.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 12 March 2010 _____

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

Reply Serial No.

EDB145

Question Serial No.

1881

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In preparation for the implementation of the new senior secondary (NSS) curriculum, the Administration will continue to provide teacher training and develop resource materials to support the implementation of the NSS academic structure. In this regard, what will be the estimated expenditure and estimated number of target participants in 2010-11?

Asked by : Hon. LEE Wai-king, Starry

Reply :

The estimated expenditure for teacher training and development of resource materials in support of the implementation of the new senior secondary (NSS) academic structure in 2010-11 are about \$31 million and \$6.8 million respectively.

Based on the available data of training needs of teachers, the Education Bureau will provide 196 training programmes (with about 27 200 training places) before September 2010. The estimated number of training programmes from September 2010 to March 2011 is about 274 (with about 38 000 training places). The numbers will be adjusted based on the result of a training need survey to be conducted in April 2010. This survey will collect further information on training needs of serving teachers as well as new teachers who have not yet received training in the NSS curriculum for the 2010/11 school year and beyond.

The total numbers of training programmes and training places in 2010-11 are therefore 470 and 65 200 respectively.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 16 March 2010

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

Reply Serial No.

EDB147

Question Serial No.

1883

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Applied Learning courses under the new academic structure introduced in the 2009/10 school year, will the Government inform us of the details of the courses, including the expenditure involved and the student enrolment in these courses?

Asked by : Hon. LEE Wai-king, Starry

Reply :

The Applied Learning (ApL) courses will be introduced to the first cohort of students under the new academic structure as elective subjects at Secondary 5 starting from September 2010.

30 ApL courses under six areas of studies will be offered by 11 course providers. The breakdown of the number of these courses is shown in brackets as follows: Creative Studies (7), Media and Communication (3), Business, Management and Law (6), Services (6), Applied Science (5), and Engineering and Production (3). The course list and related information have been distributed to schools and are available on the Education Bureau website. The total expenditure for the development of these 30 ApL courses is around \$9.2 million.

About 235 schools have indicated initial interest in offering ApL to their students in the 2010/11 school year. The number of students taking ApL courses is estimated to be about 10 000. As the formal enrolment process has just commenced in February 2010 and will close in July 2010, the actual figures would be available by October 2010.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 17 March 2010 _____

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

Reply Serial No.

EDB148

Question Serial No.

1885

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown of the number of teachers with recognised degree qualifications, the number of teachers appointed to graduate teaching posts, as well as the wastage rates of trained, untrained, graduate and non-graduate teachers in primary and secondary schools in the 2009/10 school year.

Asked by : Hon. LEE Wai-king, Starry

Reply :

The number of teachers who have degree qualifications (degree holders) and those who are substantively appointed to graduate posts (graduate teachers) in government, aided and caput schools for the 2009/10 school year are as follows –

	Primary schools (Government and aided)	Secondary schools (Government, aided and caput)
Degree holders	16 600	23 500
Graduate teachers	6 500	18 400

The wastage rates of teachers in government, aided and caput schools for the 2009/10 school year are as follows –

	Primary schools (Government and aided)	Secondary schools (Government, aided and caput)
Trained teachers	5.5%	4.8%
Untrained teachers	23.4%	15.0%
Graduate teachers	3.6%	4.5%
Non-graduate teachers	7.3%	7.5%

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB149

Question Serial No.

1886

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

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give details of the professional training and support activities (including seminars, workshops, study tours and learning circles) for teachers practising small class teaching in public sector primary schools and the estimated expenditure involved in 2010-11.

Asked by : Hon. LEE Wai-king, Starry

Reply :

We will continue to organise in 2010-11 various professional development activities in order to further support schools and teachers for the implementation of small class teaching. These include in-service training courses for teachers with provision of supply teachers for schools as appropriate, as well as other experience-sharing activities such as learning circles, study tours, workshops, seminars, etc. The details of the activities planned for 2010-11, including the timeframe, are set out in the Annex. These professional training and support activities will spread over a period of six years as from 2009-10 and the total estimated expenditure is about \$218 million. For planning purpose, we have earmarked an estimated expenditure of \$34 million in 2010-11. The actual expenditure to be incurred will be subject to change depending on the number of schools and teachers participating in the various activities and the year-on-year estimated expenditure will be adjusted accordingly.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

List of professional training and support activities planned for 2010-11

Tentative time of delivery	Planned Professional Training and Support Activities
Apr 2010 – Mar 2011	Diversified modes of in-service teacher professional development courses on Chinese Language, English Language, Mathematics and General Studies commissioned to tertiary institutions
Apr – Jun 2010 and Mar – May 2011	Learning Circles for teachers of Chinese Language, English Language, Mathematics and General Studies to attend periodical workshops as well as to meet regularly to observe lessons at one another's schools, followed by review discussions
Apr 2010 – Mar 2011	School networking under the Professional Development Schools Scheme for professional support as well as sharing of experiences and resources at monthly intervals
Apr 2010 and Dec 2010	Study tours for teachers to share views and experience with front-line education workers in the Mainland or overseas on implementation strategies and support measures as well as other contextual factors contributing to the smooth implementation of small class teaching, and to conduct school visits to observe effective teaching pedagogies in small classes through lesson observations
Apr – Jun 2010 and Jan – Mar 2011	Workshops on effective strategies to maximise the benefits of small class teaching for Chinese Language, English Language, Mathematics and General Studies
Nov 2010 and Mar 2011	Seminars for school heads and teachers overseeing the implementation of small class teaching in individual schools to help them realise leadership for learning with a view to optimising the benefits of a small class context to enhance the effectiveness of learning and teaching

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

Reply Serial No.

EDB150

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Question Serial No.

1887

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the plans to be pursued by the Administration in 2010-11 to improve the teaching and learning of the English Language in primary schools? What are the estimated manpower and expenditure?

Asked by : Hon. LEE Wai-king, Starry

Reply :

In 2010-11, we will continue to implement the following support measures to improve the teaching and learning of English Language in primary schools -

A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English. 4 staff are involved and the respective staff cost is \$1.3 million.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua). 88 staff are involved and the respective staff cost is \$36 million. A breakdown by language and type of school is not available.
C. Professional development		
1.	Supply teachers to schools to release teachers to study tailor-made courses	To facilitate the release of primary school English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications.

*2.	Overseas Immersion Programme for English Language Teachers in Primary Schools in Hong Kong	To subsidise (i) English Language teachers of primary schools to participate in overseas courses to improve their language proficiency, English Language curriculum planning and teaching skills; (ii) principals of primary schools to participate in overseas courses to improve English Language curriculum planning and implementation. 3 staff are involved and the respective staff cost is \$0.89 million.
*3.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before 2004/05 school year to upgrade their professional qualifications in English language. 3 staff are involved and the respective staff cost is \$0.2 million.
**4.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Upon graduation, awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years, depending on the type of programmes pursued.
5.	Professional development programmes	To help schools to implement the English Language curriculum more effectively, different professional development programmes, including self-run and commissioned ones, are conducted.
6.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on dictation and creativity).
D. Creating a facilitating environment for English learning		
1.	Primary Native-speaking English Teacher (NET) Scheme	To enrich the English language environment and add authenticity to the context in which Hong Kong students learn and use English. In general, each public sector primary school with six or more operating classes is provided with a NET, irrespective of the student enrolment.
*2.	Drama-in-Education English Alliance	To promote the use of drama activities in the teaching and learning of English Language at upper primary level, in order to raise students' interest in English language and to enhance their language skills. 2 staff are involved and the respective staff cost is \$0.34 million.

* Initiatives funded by the Language Fund

** to be launched in the 2010/11 school year.

Number of staff involved and the respective staff cost for initiatives funded by the Language Fund are set out in the table above. As for other initiatives, the workload is absorbed by existing staff and hence, we are not able to provide a separate breakdown on staff deployment and cost.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 15 March 2010

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

Reply Serial No.

EDB153

Question Serial No.

1893

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Would the Administration inform us of the expenditures (including fee remission, training and rent subsidies, the amount of subsidies allocated to the Pre-primary Education Voucher Scheme, the Kindergarten and Child Care Centre Fee Remission Scheme, etc.) on pre-primary education in 2007-08 to 2009-10?

Asked by : Hon. LEE Wai-king, Starry

Reply :

The breakdown of expenditure for pre-primary education from 2007-08 to 2009-10 is as follows:

	2007-08	2008-09	2009-10
	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme	914.1 (Note 1)	1,523.9	1,609.4
Kindergarten and Child Care Centre Fee Remission Scheme	367.4	302.1	323.4
Refund of rent, rates and government rent	178.5	178.0	189.0
Child Care Centre Subsidy Scheme (Note 2)	93.8 (Note 2)	11.2	12.0
Principal and teacher training	38.5 (Note 3)	42.6 (Note 4)	45.8 (Note 5)

Note

1. Since the Pre-primary Education Voucher Scheme (PEVS) was introduced from the 2007/08 school year onward, the figure covers the actual expenditure from August 2007 to March 2008.
2. With the introduction of PEVS, the Kindergarten and Child Care Centre Subsidy Scheme (KCSS) applies to Child Care Centres only and has been renamed as Child Care Centre Subsidy Scheme with effect from the 2008/09 school year. The expenditure for 2007-08 reflects the second payment disbursed to the eligible kindergartens under KCSS for the 2006/07 school year as well.

3. Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course for the 2005, 2006 and 2007 Intakes”.
4. Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course for the 2006, 2007 and 2008 Intakes” and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under PEVS for approved course(s) in early childhood education.
5. Including the payments for the commissioned “Three-Year-In-service Certificate in Early Childhood Education Course for the 2007, 2008 and 2009 Intakes” and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under PEVS for approved course(s) in early childhood education.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

**Name of designated schools,
number of NCS students by grade,
percentage of NCS students of all students and
amount of special grant received
in the 2008/09 and 2009/10 school years**

No.	Name of designated school	School year	Number of NCS students							Percentage of NCS students among all students of the school	Amount of special grant (\$)
			P1	P2	P3	P4	P5	P6	Total		
Primary schools											
1	CNEC Ta Tung School	2008/09	8	13	10	21	11	4	67	8.2%	500,000
		2009/10	9	5	12	9	19	11	65	8.4%	500,000
2	Islamic Primary School	2008/09	50	49	69	75	103	36	382	99.0%	600,000
		2009/10	51	53	61	67	72	109	413	99.0%	600,000
3	Tsing Yi Trade Association Primary School	2008/09	11	8	7	3	5	1	35	19.4%	400,000
		2009/10	11	11	7	6	2	5	42	24.9%	400,000
4	Yuen Long Long Ping Estate Tung Koon Primary School	2008/09	38	31	21	15	2	0	107	17.6%	600,000
		2009/10	48	38	31	27	23	2	169	29.2%	600,000
5	Sir Ellis Kadoorie (Sookunpo) Primary School	2008/09	65	60	90	124	151	134	624	93.7%	600,000
		2009/10	50	70	59	86	117	151	533	92.4%	600,000
6	Jordan Road Government Primary School	2008/09	15	8	9	16	9	6	63	13.3%	500,000
		2009/10	16	17	6	18	19	17	93	23.8%	600,000
7	Li Cheng Uk Government Primary School	2008/09	48	71	120	121	125	124	609	82.2%	600,000
		2009/10	107	61	77	119	119	128	611	83.0%	600,000
8	Chiu Sheung School, Hong Kong	2008/09	38	22	18	2	3	2	85	23.8%	500,000
		2009/10	43	41	29	19	1	3	136	42.4%	600,000
9	Li Sing Tai Hang School	2008/09	45	55	54	59	36	49	298	89.8%	600,000
		2009/10	44	29	55	58	57	36	279	86.9%	600,000
10	Man Kiu Association Primary School	2008/09	46	60	49	64	52	48	319	67.7%	600,000
		2009/10	50	48	65	61	74	57	355	84.5%	600,000
11	Pat Heung Central Primary School	2008/09	13	19	22	29	29	27	139	76.0%	600,000
		2009/10	13	20	21	29	32	34	149	81.9%	600,000
12	Po Kok Primary School	2008/09	28	25	28	19	0	3	103	53.1%	600,000
		2009/10	47	35	27	30	23	0	162	71.1%	600,000
13	Hong Kong Taoist Association School	2008/09	76	64	82	99	96	72	489	81.2%	600,000
		2009/10	62	81	67	83	103	98	494	91.1%	600,000
14	Yaumati Kaifong Association School	2008/09	63	75	70	73	68	63	412	96.9%	600,000
		2009/10	72	68	70	71	72	66	419	99.1%	600,000
15	Islamic Dharwood Pau Memorial Primary School	2008/09	61	38	36	22	20	18	195	47.8%	600,000
		2009/10	42	66	37	33	22	20	220	69.2%	600,000
16	Po On Commercial Association Wan Ho Kan Primary School	2008/09	7	9	7	2	4	2	31	5.0%	400,000
		2009/10	3	6	10	9	2	3	33	6.6%	400,000
17	Bui O Public School	2008/09	-	-	-	-	-	-	-	-	-
		2009/10	11	8	10	15	15	16	75	58.6%	500,000

No.	Name of designated school	School year	Number of NCS students								Percentage of NCS students among all students of the school	Amount of special grant (\$)
			S1	S2	S3	S4	S5	S6	S7	Total		
Secondary schools												
1	Delia Memorial School (Broadway)	2008/09	177	170	159	143	105	22	16	792	88.8%	600,000
		2009/10	171	173	166	138	124	23	21	816	91.6%	600,000
2	Delia Memorial School (Hip Wo)	2008/09	144	132	115	107	100	9	4	611	44.6%	600,000
		2009/10	174	137	113	106	100	6	8	644	44.8%	600,000
3	Pak Kau College	2008/09	5	2	42	17	11	0	0	77	7.1%	500,000
		2009/10	4	4	2	45	15	0	0	70	7.0%	500,000
4	Caritas Tuen Mun Marden Foundation Secondary School	2008/09	67	23	1	0	0	0	0	91	18.2%	600,000
		2009/10	69	66	34	1	0	0	0	170	35.7%	600,000
5	Islamic Kasim Tuet Memorial College	2008/09	79	72	64	72	42	0	0	329	48.5%	600,000
		2009/10	88	76	69	66	60	1	0	360	55.6%	600,000
6	Sir Ellis Kadoorie Secondary School (West Kowloon)	2008/09	121	87	73	67	66	0	0	414	50.9%	600,000
		2009/10	124	125	85	75	60	0	0	469	53.5%	600,000
7	St Margaret's Girls' College, Hong Kong	2008/09	-	-	-	-	-	-	-	-	-	-
		2009/10	55	43	31	18	7	2	0	156	34.1%	600,000
8	Bethel High School	2008/09	-	-	-	-	-	-	-	-	-	-
		2009/10	1	14	0	0	0	0	0	15	1.9%	300,000
9	Buddhist Fat Ho Memorial College	2008/09	-	-	-	-	-	-	-	-	-	-
		2009/10	10	13	3	2	0	0	0	28	8.0%	400,000

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. As the school concerned was not a designated school at that time, a “ - ” is used to denote inapplicability.
4. The amount of special grant payable to the schools depends on the number of NCS students of the schools during the Headcount.

**The number of non-designated schools,
with NCS students ranging from less than 10, 10 to 19, 20 to 29 and 30 or above,
and the percentage of NCS students of all students of such schools
in the 2008/09 and 2009/10 school years**

School year	Non-designated school	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
Primary schools					
2008/09	Number of schools	249	27	7	10
	Percentage of NCS students among all students of the schools	0.1% - 5.8%	1.0% - 9.5%	2.7% - 16.5%	5.0% - 83.1%
2009/10	Number of schools	250	26	7	12
	Percentage of NCS students among all students of the schools	0.1% - 8.2%	1.2% - 5.3%	1.9% - 9.8%	5.3% - 82.9%
Secondary schools					
2008/09	Number of schools	191	8	3	9
	Percentage of NCS students among all students of the schools	0.1% - 1.4%	0.8% - 4.1%	2.1% - 4.0%	3.5% - 56.6%
2009/10	Number of schools	217	10	2	10
	Percentage of NCS students among all students of the schools	0.1% - 1.4%	0.8% - 1.5%	3.8% - 4.2%	2.9% - 63.3%

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The data includes NCS students in public sector and Direct Subsidy Scheme schools but excludes students in special schools.
4. Number of primary schools is counted by the school sessions operated. For example, the AM session and PM session of a school using the same school premises are counted as two school units. Primary schools with more than one sessions but in the transition of turning into whole-day operation are counted once.

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

Reply Serial No.

EDB155

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Question Serial No.

1895

Programme : (2) Primary Education
 (3) Secondary Education
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In paragraph 115 of the Budget Speech, it is stated that the Administration proposes to inject \$500 million into the Language Fund to upgrade our biliterate and trilingual proficiency. Please list out, by primary, secondary and special education, the resources involved in implementing the various initiatives.

Asked by : Hon. LEE Wai-king, Starry

Reply :

We propose to inject \$500 million into the Language Fund to further upgrade our biliterate and trilingual proficiency. The initial proposals, the preliminary estimated expenditure and the applicable type of schools are as follows:

Measures	Estimated expenditure (\$ million)	Applicable types of school
(a) Providing additional resources to secondary schools to facilitate their introducing or optimising the school-based measures under the English Enhancement Scheme	320	Secondary schools including special schools offering ordinary secondary curriculum
(b) Creating a facilitating language learning environment for students	50	May cover all types of schools, depending on the exact scope of the initiatives to be worked out
(c) Enhancing the after-school extended Chinese learning for non-Chinese speaking students	80	Secondary and primary schools
(d) Raising workplace language (English and Putonghua) proficiency	30	N.A.
(e) Strengthening research projects on language education	20	May cover all types of schools, depending on the exact scope of the research projects to be worked out
TOTAL	500	

The detailed arrangements for the above proposals, including the implementation timetable, the scope of projects, and the exact funding allocation to various projects etc, will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 15 March 2010

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

Reply Serial No.

EDB156

Question Serial No.

1896

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide a breakdown of the names of course providers, amount of government subsidies, course fees and number of places of certificate, diploma and higher diploma programmes for qualified kindergarten teachers in the 2008/09 and 2009/10 school years (please specify by levels).

Asked by : Hon. LEE Wai-king, Starry

Reply :

For the 2008/09 and 2009/10 school years, in-service Certificate in Early Childhood Education programme is offered to all serving qualified kindergarten teachers. The course providers, tuition fees and number of places are provided as follows :

		Course Providers			
		HKIVE (LWL)	HKIEd	HKBU	OCHK
No. of intake in 2008/09 (Tuition fee per course in brackets)	EDB-commissioned	320 (\$13,827)		208 (\$16,740)	280 (\$11,799)
	UGC-funded		222 (Free)		
	Self-financed			21# (\$60,060)	20# (\$50,000)
No. of intake in 2009/10 (Tuition fee per course in brackets)	EDB-commissioned	308 (\$12,546)			
	UGC-funded		222 (Free)		
	Self-financed			31# (\$60,060)	230# (\$50,000)

Information on the amount of subsidies of each of the subsidised training places for serving kindergarten teachers other than those commissioned by EDB is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants. The three-year in-service training course on Certificate in Early Childhood Education commissioned by EDB for the 2008/09 intake in HKIVE(LWL), HKBU and OCHK and for the 2009/10 intake in HKIVE(LWL) involve a total subsidy of around \$48 million and \$16 million respectively.

Key :

- The numbers in italics and marked with # denote non-subsidised places.

HKIVE(LWL) - Hong Kong Institute of Vocational Education (Lee Wai Lee)

HKIEd - The Hong Kong Institute of Education

HKBU - Hong Kong Baptist University

OUHK - The Open University of Hong Kong

EDB - Education Bureau

UGC - University Grants Committee

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB157

Question Serial No.

1897

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Will the Administration inform the Committee of :

- (a) the number of classes and students in the 2008/09 and 2009/10 school years by types of special schools;
- (b) the estimated number of classes to be operated in each type of special schools in the 2010/11 school year.

Asked by : Hon. LEE Wai-king, Starry

Reply :

- (a) The number of classes and enrolments in different types of special schools in the 2008/09 and the 2009/10 school years are set out in Part I of the Appendix.
- (b) The estimated number of classes in different types of special schools in the 2010/11 school year is set out in Part II of the Appendix.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 16 March 2010 _____

I. Number of classes and enrolment in different types of special schools in the 2008/09 and the 2009/10 school years.

School Type	2008/09 School Year		2009/10 School Year	
	No. of classes	Enrolment	No. of classes	Enrolment
Visual Impairment (VI)	14	154	15	149
Hearing Impairment (HI)	23	176	20	153
Physical Disability (PD)	86	816	89	845
School for Social Development (SSD)	70	770	72	757
Mild Intellectual Disability (MiID)	164	2 927	166	2 923
Moderate Intellectual Disability (MoID)	166	1 602	170	1 610
Severe Intellectual Disability (SID)	102	770	103	762
Hospital School (HS)	32	301	32	310
Total	657	7 516	667	7 509

II. Estimated number of classes in different types of special schools in the 2010/11 school year

School Type	2010/11 School Year No. of Classes (Estimate)
Visual Impairment (VI)	15
Hearing Impairment (HI)	19
Physical Disability (PD)	92
School for Social Development (SSD)	76
Mild Intellectual Disability (MiID)	170
Moderate Intellectual Disability (MoID)	174
Severe Intellectual Disability (SID)	104
Hospital School (HS)	33
Total	683

Note:

With effect from the 2010/11 school year, the Education Bureau will implement improvement measures on extension of years of study for students in schools for children with ID, PD, HI and VI cum ID. We will provide the schools with additional school places so that they will have the capacity to allow students with valid reasons to extend their years of study. As the use of these additional school places is subject to the number of students with valid reasons, we are not able to include in the above projection the number of additional classes to be operated arising from the improvement measures. For estimation purpose, we project that about 500 additional places will be provided in the 2010/11 school year.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB158

Question Serial No.

1898

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the 2008/09 to 2009/10 school years, how many teachers have received special education training? What is their percentage share in the total number of teachers? What are the resources involved in providing the training?

Asked by : Hon. LEE Wai-king, Starry

Reply :

In the 2008/09 and 2009/10 school years, the number of teachers in public sector primary and secondary schools (including special schools) who have received special education training, their percentage share in the total number of teachers, and the provisions involved in providing the training are as follows:

	2008/09 (Actual)	2009/10 (Estimate)
Number of Teachers with Special Education Training	7 368	9 240
Percentage Share in Total Number of Teachers	16.5%	20.9%
Provisions (\$ million)	48.2	60.7

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

16 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB159

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

1899

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the qualifications of special education teachers, please provide the following information:

- (a) At present (i.e. 2009/10 school year), how many registered primary and secondary school teachers in the territory have special education training qualifications? And how many teachers holding the relevant qualifications are teaching in ordinary primary and secondary schools?
- (b) What special education training qualifications are recognised by the Government? Please list out the titles of current and discontinued programmes, and number of teachers with the relevant qualifications.

Asked by : Hon. LEE Wai-king, Starry

Reply :

- (a) At present (i.e. 2009/10 school year), about 9 240 serving teachers have special education training, of which 8 150 are teaching in mainstream primary and secondary schools in the public sector.
- (b) In general, teachers having completed degree, diploma and certificate courses on special education run by local tertiary institutions, or equivalent, as well as structured courses commissioned by the Education Bureau under the five-year teacher professional development framework on integrated education are considered as having obtained special education training. There are a great variety of courses offered by different overseas and local institutions related to special education, and we are not able to provide a list of current and discontinued relevant programmes.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 17 March 2010

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

Reply Serial No.

EDB160

Question Serial No.

1900

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

After the introduction of the Pre-primary Education Voucher Scheme, how many parents who are issued with education vouchers have to pay school fees in excess of the voucher value in the 2009/10 school year? How much do these parents have to pay in excess of the voucher value each month?

Asked by : Hon. LEE Wai-king, Starry

Reply :

In the 2009/10 school year, about 114 380 students issued with the Eligibility Certificate for fee subsidy under the Pre-primary Education Voucher Scheme are paying the difference in excess of the direct fee subsidy of \$12,000, ranging from \$17 to \$1,200 per month for a half-day place and from \$320 to \$3,600 per month for a whole-day place.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB161

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

Question Serial No.

1901

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the ways to improve the learning and teaching of the English Language in primary schools, what will be the Government's action plan and expenditure in 2010-11?

Asked by : Hon. LEE Wai-king, Starry

Reply :

In 2010-11, we will continue to implement the following support measures to improve the teaching and learning of English Language in primary schools. The estimated expenditure for the initiatives in 2010-11 is \$448.88 million, of which \$115.81 million is from the Language Fund.

A. Grants to schools		
*1.	English Enhancement Grant Scheme for Primary Schools	To facilitate schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.
2.	English Extensive Reading Scheme	To provide grants for schools to procure English reading materials, including library books, journals and multi-media reading materials.
B. School-based support		
*1.	Task Force on Language Support	To provide school-based support to schools to help them implement the curriculum reform through enhancing their professional knowledge and improving their teaching skills. The Task Force provides a wide range of language support services for both primary and secondary schools in the areas of English and Chinese Language (and Putonghua). A breakdown of the expenditure by language and type of school is not available.
C. Professional development		
1.	Supply teachers to schools to release teachers to study tailor-made courses	To facilitate the release of primary school English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications.

*2.	Overseas Immersion Programme for English Language Teachers in Primary Schools in Hong Kong	To subsidise (i) English Language teachers of primary schools to participate in overseas courses to improve their language proficiency, English Language curriculum planning and teaching skills; (ii) principals of primary schools to participate in overseas courses to improve English Language curriculum planning and implementation.
*3.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before 2004/05 school year to upgrade their professional qualifications in English language.
**4.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Upon graduation, awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years, depending on the type of programmes pursued.
5.	Professional development programmes	To help schools to implement the English Language curriculum more effectively, different professional development programmes, including self-run and commissioned ones, are conducted.
6.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on dictation and creativity).
D. Creating a facilitating environment for English learning		
1.	Primary Native-speaking English Teacher (NET) Scheme	To enrich the English language environment and add authenticity to the context in which Hong Kong students learn and use English. In general, each public sector primary school with six or more operating classes is provided with a NET, irrespective of the student enrolment.
*2.	Drama-in-Education English Alliance	To promote the use of drama activities in the teaching and learning of English Language at upper primary level, in order to raise students' interest in English Language and to enhance their language skills.

* Initiatives funded by the Language Fund

** to be launched in the 2010/11 school year.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB162

Question Serial No.

0462

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (1) Director of Bureau's Office
(2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(6) Vocational Education
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the consultancy studies commissioned by the Bureau for the purposes of formulating and assessing policies (if any), please provide the relevant information on the funded projects related to public policy research and strategic public policy research from 2007-08 to 2009-10 in the following format:

Name of consultant	Title, content and objective of the project	Consultancy fee (\$)	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?

Asked by : Hon. HO Sau-lan, Cyd

Reply :

The consultancy studies for which funds have been allocated from 2007-08 to 2009-10 are as follows –

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
CityU Professional Services Limited	<p>Impact of the reform of the primary one admission system on primary education</p> <p>To track the impact of the interim primary one admission mechanism on teaching and learning in primary schools.</p>	2,540,737	March 2003	Completed	Findings of the study provided useful reference for evaluation of the Primary One Admission System.	Major findings were presented to the Primary One Admission Committee comprising non-official and official members.
Policy 21 Limited, The University of Hong Kong	<p>Stakeholder monitoring survey on education reform and major education initiatives 2006</p> <p>To systematically collect perceptions of eight groups of stakeholders over time on education reform and major education initiatives.</p>	428,000	June 2005	Completed	Findings of the survey provided useful reference for evaluation of the various education reform measures.	Major findings were shared with the Education Commission.
The Chinese University of Hong Kong	<p>Research study to track adaptation and development of non-Chinese speaking (NCS) children in mainstream schools</p> <p>To track the development and adaptation of the NCS children allocated to Primary One in mainstream schools in the 2004/05 school year until they completed Primary Three in the 2006/07 school year.</p>	1,237,400	November 2004	Completed	The findings provided useful reference for supporting non-Chinese speaking students.	The Executive Summary of the report was uploaded onto the Education Bureau homepage in November 2008. The full report had been placed in the Central Resources Centre at Kowloon Tong Education Services Centre since November 2008.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
The Chinese University of Hong Kong	<p>Provision of consultancy service for a study on good practices in primary and secondary schools to support non-Chinese speaking (NCS) students</p> <p>To identify good practices in Hong Kong primary and secondary schools providing support to NCS students, and to sum up exemplars of good practices for dissemination to other schools.</p>	795,800	January 2008	Underway	Not applicable as the study has not been completed.	Not applicable as the study has not been completed.
Prof. Maurice GALTON, University of Cambridge	<p>Study on small class teaching</p> <p>To assess the benefits of small class teaching in the local context, and to identify the teaching strategies and support necessary for maximizing the benefits of small class teaching.</p>	1,728,418 (including consultant's fees and costs of administering tests/ questionnaire surveys)	September 2004	Completed	The findings served as reference in mapping out the professional development programmes to enhance teaching pedagogies on implementation of small class teaching in public-sector primary schools starting from the 2009/10 school year.	The full report was uploaded onto the Education Bureau homepage in December 2009.
Policy 21 Limited	<p>Stakeholder monitoring survey on education reform and major education initiatives 2010</p> <p>To systematically collect perceptions of eight groups of stakeholders over time on education reform and major education initiatives.</p>	428,000	August 2009	Underway	Not applicable as the study has not been completed.	Not applicable as the study has not been completed.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
The Nielsen (Hong Kong Company)	<p>Stakeholder monitoring survey on education reform and major education initiatives 2010</p> <p>To collect views of the general public on education reform and major education initiatives through Census & Statistics Department's Thematic Household Survey.</p>	700,000	January 2010	Underway	Not applicable as the study has not been completed.	Not applicable as the study has not been completed.
Mr. Richard BYERS, University of Cambridge	<p>Advice on the development of new senior secondary curriculum for students with special educational needs (Phase I)</p> <p>To advise on the drafting of New Senior Secondary (Intellectual Disabilities) (NSS (ID)) core curriculum and to suggest an action plan to tap required resources for the implementation of the NSS(ID) curriculum.</p>	82,112	May 2007	Completed	The advice was incorporated in curriculum drafts.	The advice was for internal reference only.
Mr. Richard BYERS, University of Cambridge	<p>Advice on the development of new senior secondary curriculum for students with special educational needs (Phase II)</p> <p>To evaluate the progress of the draft NSS(ID) curriculum on elective subjects and to provide further suggestions to tap resource requirements for the</p>	97,102	February 2008	Completed	The advice was incorporated in curriculum drafts.	The advice was for internal reference only.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
	implementation of the NSS(ID) curriculum.					
Mr. Richard BYERS, University of Cambridge	<p>Advice on the development of new senior secondary curriculum for students with special educational needs (Phase III)</p> <p>To provide suggestions on mapping out the NSS(ID) core curriculum with the basic education curriculum.</p>	90,229	February 2009	Completed	The advice was incorporated in curriculum drafts.	The advice was for internal reference only.
Mr. Richard BYERS, University of Cambridge	<p>Advice on the development of new senior secondary (NSS) curriculum for students with special educational needs (Final phase)</p> <p>To finalize the curriculum content on core and elective subjects; to provide suggestions on the Supplementary Guides to the Curriculum & Assessment Guides of the related NSS subjects; and to give recommendations on the required resources for the implementation of NSS(ID) curriculum.</p>	90,229	September 2009	Completed	The advice was incorporated into curriculum drafts.	The advice was for internal reference only.
Dr. Chris FORLIN	Advice on the development of new senior secondary curriculum for students with intellectual disabilities and the related learning outcomes	206,000	February 2007	Completed	The advice was incorporated in curriculum drafts.	The advice was for internal reference only.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
	<p>framework</p> <p>To advise on the fine-tuning and to monitor the progress of development of NSS(ID) curriculum; and to co-ordinate Education Bureau as well as Hong Kong Examination and Assessment Authority on the initial development of Learning Progression Frameworks (formerly known as Learning Outcomes Frameworks) for the core subjects.</p>					
Department of Educational Policy and Administration, The Hong Kong Institute of Education	<p>Survey on the curriculum reform</p> <p>A survey to review the progress and experiences accumulated during the short-term phase of the curriculum reform in basic education.</p>	996,982	July 2006	Completed	The advice was incorporated in curriculum development and planning.	The advice was for internal reference only.
Department of Educational Policy and Administration, The Hong Kong Institute of Education	<p>Focus group interviews (on results of the interim review of the curriculum reform)</p> <p>Focus group interviews to collect qualitative information to supplement the quantitative findings from the Survey on the Curriculum Reform.</p>	135,033	January 2007	Completed	The advice was incorporated in curriculum development and planning.	The advice was for internal reference only.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
Timetabling Solutions Pty. Ltd.	<p>Feasibility study of flexible timetabling – Part II</p> <p>To conduct overview training course on using the Timetabler software and the purchase of Timetabler software licenses.</p>	1,026,111	March 2007	Completed	The advice was incorporated in curriculum development and planning.	The advice was for internal reference only.
Melbourne University Private Limited	<p>Monitoring and evaluation of the Native-speaking English Teacher /English Language Teaching Assistant (NET/ELTA) Scheme for Primary Schools</p> <p>A three-year longitudinal study tracking students' progress and teachers' development under the Primary NET Scheme.</p>	5,044,757	November 2003	Completed	Findings of the evaluation were used to fine-tune the implementation of the NET Scheme for Primary Schools.	The findings were reported in a conference for all primary schools in October 2007. A summary booklet of the report was also published in October 2007 and had been placed in the Central Resources Centre at Kowloon Tong Education Services Centre.
SAMS Training and Research Unit, Hong Kong Baptist University	<p>An evaluation study on the impact of the 2002-2007 secondary English and Chinese Language curricula on learning and teaching at Secondary Six</p> <p>A study to explore the impact of the curriculum and assessment changes on the learning and teaching of the two language subjects as well as their application in other subjects at Secondary Six.</p>	614,900	January 2008	Completed	The findings were used to inform the Administration on the implementation of the Chinese Language and English Language curricula in secondary schools.	The study was for internal reference only.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
Melbourne Consulting and Custom Programmes, the University of Melbourne	<p>An evaluation of the enhanced native-speaking English teacher scheme in secondary schools</p> <p>A study to review and reprioritize the objective of the Secondary NET Scheme.</p>	1,279,823	December 2008	Completed	The findings were used as reference in formulating policy related to NET Scheme in secondary schools.	Briefing session to all secondary schools was conducted on 8 February 2010. The report will be uploaded onto the Education Bureau homepage.
The Open University of Hong Kong	<p>Revision of the Language Proficiency Assessment for Teachers (Putonghua)</p> <p>To revise the Language Proficiency Assessment for Teachers (LPAT) (Putonghua) and the Syllabus Specifications for implementation in the 2007/08 school year and beyond.</p>	1,229,140	January 2006	Completed	Most recommendations of the study were accepted for inclusion in the LPAT (Putonghua) starting from 2008.	The revised LPAT (Putonghua) Handbook was issued in October 2007. Briefing sessions on the revisions were also held in October and November 2007.
PolyU Technology and Consultancy Co. Ltd.	<p>Revision of the Language Proficiency Assessment for Teachers (English Language)</p> <p>To revise the Language Proficiency Assessment for Teachers (LPAT) (English Language) and the Syllabus Specifications for implementation in the 2007/08 school year and beyond.</p>	1,292,850	August 2006	Completed	Most recommendations of the study were accepted for inclusion in the LPAT (English Language) starting from 2008.	The revised LPAT (English Language) Handbook was issued in October 2007. Briefing sessions on the revisions were also held in October and November 2007.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
Policy 21 Limited, The University of Hong Kong	<p>“ACTEQ Study 2007”</p> <p>To study teachers’ continuing professional development (CPD) so as to gain deeper insights into issues related to teachers’ CPD. The study contained both quantitative and qualitative information on teachers’ CPD as the basis of major findings.</p>	664,706	June 2007	Completed	The findings were used as reference in making recommendations on teachers’ CPD.	The major findings were released in the Third Report on Teachers’ CPD published by the Advisory Committee on Teacher Education and Qualifications (ACTEQ) in June 2009.
Joint Quality Review Committee	<p>Tracking survey of graduates from self-financing associate degree and higher diploma programmes</p> <p>To track the views of 2005 and 2006 batch of graduates on the usefulness of the courses, their content, delivery and other concerns while they were students, and their post-qualification experiences and progression pathways.</p>	2,000,000	August 2007	Completed	The findings were used as reference in formulating policy related to post-secondary education.	The report was uploaded onto the Informal Portal for Accredited Self-financing Post-secondary Programmes (“IPASS”) in July 2009.
Centre for Information Technology in Education, The University of Hong Kong	<p>Phase (II) study on evaluating the effectiveness of the ‘Empowering Learning and Teaching with Information Technology in Education’ Strategy (2004/2007)</p> <p>To evaluate the impact of IT on empowering students’ learning in Chinese Language and Mathematics at primary school level as well as Chinese Language and Science at</p>	1,297,000	January 2006	Completed	Findings of the study were used to inform the next stage of development in information technology (IT) in education where appropriate.	The final report was uploaded onto the Education Bureau homepage in January 2008.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
	secondary school level and in special schools; and to conclude the overall effectiveness of the strategy and to recommend the way forward for IT in education.					
Dudley Surveyors Limited	<p>Survey and review of expenditure on information technology in education related activities in public sector schools</p> <p>To conduct a survey on the expenditure on IT in education related activities in public sector schools for the review of the ambit and provision of the Composite Information Technology Grant for enhancing schools' effectiveness in implementation of IT in education.</p>	288,000	March 2008	Completed	The findings were used as reference in reviewing the annual provision of the Composite Information Technology Grant for schools.	The findings were reported to the Legislative Council Panel on Education in July 2008. The report was uploaded onto the Education Bureau homepage in July 2008.
The Hong Kong Institute of Education	<p>Review Survey(s) on the Third Strategy on Information Technology in Education</p> <p>To conduct regular surveys for a better understanding of schools' implementation of IT in education; and to review the progress of the Third Strategy based on some common indicators on IT in education.</p>	1,090,200	September 2009	Underway	Not applicable as the surveys have not been completed.	Not applicable as the surveys have not been completed.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
Learning Files Ltd.	<p>Further evaluation of the impact of the External School Reviews in Hong Kong (Phase III impact study)</p> <p>The purpose of the study was to conduct an external assessment on the implementation of School Development and Accountability (SDA) framework in schools. Overall impact of school self-evaluation and external school review in the first SDA cycle was highlighted and the related recommendations were made.</p>	317,385	August 2006	Completed	The findings were used as reference in formulating the next phase of the school development and accountability framework.	The final report was uploaded onto the Education Bureau homepage in July 2008.
Policy 21 Limited, The University of Hong Kong	<p>Review on the additional time-limited funding of Capacity Enhancement Grant</p> <p>The study was conducted to evaluate the effectiveness of the additional funding for supporting teachers to cope with implementation of the assessment for learning at the initial stage and cater for the diverse learning needs of students.</p>	1,164,706	December 2006	Completed	The findings and recommendations were used as reference in reviewing the resources provision for schools.	The review was for internal reference only.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
Prof. Peter FARRELL, University of Manchester	<p>Consultancy on enhancement of education psychology service (EPS) for primary schools to cater for student diversity.</p> <p>The study was conducted to review an outsourcing mode of enhanced EPS for primary schools and to recommend on the future mode of EPS in the HKSAR.</p>	115,622	December 2006	Completed	Findings of the report served as reference in formulating measures to improve educational psychology service.	The findings were for internal reference only.
Policy 21 Limited, The University of Hong Kong	<p>Review of implementation and operation of incorporated management committees (IMCs)</p> <p>The review aims to evaluate the operational procedures for IMCs from 2005/06 to 2007/08 so as to examine the adequacy of the support for IMCs, assess the impact of IMCs and collate good practices.</p>	1,296,050	January 2006	Completed	The findings were used as reference in reviewing the implementation of incorporated management committees in schools and working out the support measures for schools with incorporated management committees to realize the spirit of school-based management.	The Executive Summary of the report was uploaded onto the Education Bureau homepage in May 2009 and the full report had been placed in the Central Resources Centre at the Kowloon Tong Education Services Centre.
Oracle Added Value Limited	<p>Survey on opinion of employers on major aspects of performance of publicly-funded first degree graduates and sub-degree graduates in year 2006</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	924,000	July 2007	Underway	The findings will be passed to the University Grants Committee and relevant institutions for their reference.	The executive summary of the report will be uploaded onto the Education Bureau homepage.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$) [Note]	Start date	Progress of studies (under planning/ in progress/ completed)	Follow-up actions on the studies taken by the Administration and their progress (if any)	If completed, have they been released to the public? If yes, through which channels? If no, what are the reasons?
Policy 21 Limited, The University of Hong Kong	Quality Education Fund impact study The impact study was conducted to review the accomplishments of the Quality Education Fund (QEF) since its establishment in 1998 and evaluate the impact it had made in promoting quality education in Hong Kong.	738,824	July 2007	Completed	The findings and recommendations were used as reference in formulating the objectives and plans of the QEF from 2009 to 2011.	The Executive Summary of the report was uploaded onto the QEF homepage in May 2009.
Policy 21 Limited, The University of Hong Kong	External Review of School-based Professional Support Programmes The study was conducted to evaluate the effectiveness of School-based Professional Support Programmes so as to give directives for forward planning.	917,647	August 2007	Completed	The findings were used as reference in formulating the strategies for the implementation of School-based Professional Support Programmes from 2009/10 to 2012/13 school years.	The Executive Summary was uploaded onto the Education Bureau homepage in November 2009.

Note : The figures provided above show the total amount of the consultancy fee, but not the revised estimate of the relevant studies for the financial year concerned which was shown in the replies of previous years.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 17 March 2010 _____

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

Reply Serial No.

EDB163

Question Serial No.

0463

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (1) Director of Bureau's Office
(2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(6) Vocational Education
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Is there any project for which provision has been allocated for conducting consultancy study in 2010-11? If yes, please provide the following information:

Name of consultant	Title, content and objective of the project	Consultancy fee (\$)	Start Date	Progress of studies (under planning/in progress/completed)	Will the studies be released to the public if they are expected to be completed in 2010-11? If yes, through which channels? If no, what are the reasons?
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Asked by : Hon. HO Sau-lan, Cyd

Reply :

The consultancy studies for which provisions will be reserved in 2010-11 are as follows –

Name of consultant	Title, content and objective of the project	Consultancy fee (\$)	Start Date	Progress of studies (under planning/in progress/completed)	Will the studies be released to the public if they are expected to be completed in 2010-11? If yes, through which channels? If no, what are the reasons?
The Chinese University of Hong Kong	<p>Provision of consultancy service for a study on good practices in primary and secondary schools to support non-Chinese speaking (NCS) students</p> <p>To identify good practices in Hong Kong primary and secondary schools providing support to NCS students and to sum up exemplars of good practices for dissemination to other schools.</p> <p>(continuation from 2009-10)</p>	795,800	January 2008	Underway	The good practices identified will be shared with the school sector. Means to be confirmed.
Policy 21 Limited	<p>Stakeholder monitoring survey on education reform and major education initiatives 2010</p> <p>To systematically collect perceptions of eight groups of stakeholders over time on education reform and major education initiatives.</p> <p>(continuation from 2009-10)</p>	428,000	August 2009	Underway	Major findings will be released. Means to be confirmed.
The Nielsen (Hong Kong) Company	<p>Stakeholder monitoring survey on education reform and major education initiatives 2010</p> <p>To collect views of the general</p>	700,000	January 2010	Underway	Major findings will be included in the Thematic Household Survey Report to be published by Census and Statistics Department.

Name of consultant	Title, content and objective of the project	Consultancy fee (\$)	Start Date	Progress of studies (under planning/in progress/completed)	Will the studies be released to the public if they are expected to be completed in 2010-11? If yes, through which channels? If no, what are the reasons?
	public on education reform and major education initiatives through Census and Statistics Department's Thematic Household Survey. (continuation from 2009-10)				
The Hong Kong Institute of Education	Review Survey(s) on the Third Strategy on Information Technology in Education To conduct regular surveys for a better understanding of schools' implementation of IT in education; and to review the progress of the Third Strategy based on some common indicators on IT in education. (continuation from 2009-10)	1,090,200	September 2009	Underway	Not Applicable as the surveys are not expected to be completed in 2010-11. We will consider the means of sharing the findings nearer the time.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 12 March 2010

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

Reply Serial No.

EDB164

Question Serial No.

0846

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :
700 General Non-recurrent

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question:

After the passage of the School-based Management Bill, some school sponsoring bodies indicated that they might stop sponsoring schools.

- a. Has the Administration estimated the number of schools to be affected if those sponsoring bodies stop sponsoring schools? How will the Administration deal with the matter?
- b. How much resources will have to be reserved by the Administration if those schools need to be taken over?

Asked by : Hon. HO Sau-lan, Cyd

Reply:

Up to now, we have not received any notices from school sponsoring bodies (SSBs) indicating their intention to cease operating schools. On the contrary, SSBs in general show enthusiasm in operating schools. They have a strong sense of responsibility and commitment to providing quality education to students. For those SSBs which anticipate difficulties in setting up the Incorporated Management Committee, we will continue to liaise with them and offer our assistance to resolve their problems.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB165

Question Serial No.

0847

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 :

Would the Administration inform us of the following:

How many schools were closed per year in the past 5 years (i.e. from 2005-06 to 2009-10) and how many are expected to be closed in 2010-11? What is the amount of expenditure saved per year due to school closure?

What are the current uses of the school premises after closure? How many of them are still left vacant? Please list out these vacant school premises.

Which organisations are in possession of the vacant school premises and which government departments are managing the premises? What are the planned use of the vacant school premises or the land where they are located?

Asked by : Hon. HO Sau-lan, Cyd

Reply :

From 2005/06 to 2009/10 school years, 72 primary schools have ceased operation under the policy on "Consolidation of Under-utilized Primary Schools". Another seven primary schools will cease operation under the policy in the 2010/11 school year. There is no consolidation policy for secondary schools. A breakdown of the number of schools by the year in which they have ceased or will cease operation, with the related savings, is at **Annex A**.

There has been an established mechanism for handling the disposal of premises of primary schools that ceased operation under the consolidation policy as well as those of secondary schools that ceased operation due to various reasons. Among the 72 primary school premises and another 12 secondary school premises that have become vacant during the period, 25 have already been deployed/re-allocated for further educational uses while 20 have been provisionally earmarked for further educational uses. For the 25 vacant school premises which have already been deployed/re-allocated for further educational uses, the relevant breakdown by use type and by district is set out at **Annex B**.

Given their limited size and remote locations, the remaining 39 premises are considered not suitable for further educational uses. Therefore, they have already been or will be returned to relevant government departments including Lands Department and Housing Department for disposal in accordance with the relevant lease conditions and established policy for other uses where appropriate.

For the 20 vacant school premises which are now vacant but which have been provisionally earmarked for further educational use, the relevant breakdown by use type and by district is set out at **Annex C**.

For schools ceasing operation in the 2010/11 school year, their premises have yet to be vacated.

Signature	_____
Name in block letters	_____ Raymond H C Wong _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 17 March 2010 _____

**Breakdown of the number of schools by the year in which they have ceased
or will cease operation with the related savings**

School Year	No. of primary schools ceased/ to cease operation under the policy on “Consolidation of Under-utilized Primary Schools” Note 1	Estimated Savings (\$million) Note 2
2005/06	8	17.1
2006/07	26	63.8
2007/08	14	53.0
2008/09	17	65.3
2009/10	7	31.2
2010/11 Note 3	7	N/A

Note 1: The numbers of schools closed refer to the position as at September of the respective school years. There is no consolidation policy for secondary schools.

Note 2: The actual savings vary between schools and have been worked out on a school basis. The figures quoted represent year-on-year estimated savings.

Note 3: It is expected that seven primary schools will cease operation in the 2010/11 school year. As the 2009/10 school year has not yet ended, there is no actual figure on the subvention for the seven schools. Thus the related savings is not available.

Uses of 25 Vacant School Premises Already Been Deployed/Re-allocated for Further Educational Uses

District	Use of Premises		
	School Uses ^{Note 1}	Decanting (i.e. occupation by schools undergoing in-situ redevelopment or awaiting availability of permanent premises)	Other Educational Uses ^{Note 2}
Central and Western	0	0	0
Eastern	0	0	0
Islands	3	0	0
Kowloon City	0	0	1
Kwai Tsing	0	0	3
Kwun Tong	0	1	0
North	1	0	0
Sai Kung	1	1	1
Sham Shui Po	1	1	0
Sha Tin	4	0	2
Southern	1	0	1
Tai Po	0	0	0
Tsuen Wan	0	0	0
Tuen Mun	0	0	0
Wan Chai	1	1	0
Wong Tai Sin	0	0	0
Yau Tsim Mong	0	0	1
Yuen Long	0	0	0
Total:	12	4	9

Note 1: "School Uses" include whole-day primary schooling, physical extension of nearby school, etc.

Note 2: "Other Educational Uses" include onscreen marking centre of the Hong Kong Examinations and Assessment Authority, vocational training, etc.

Uses of 20 Vacant School Premises Provisionally Earmarked for Further Educational Uses

District	Use of Premises		
	School Uses ^{Note 1}	Decanting (i.e. occupation by schools undergoing in-situ redevelopment or awaiting availability of permanent premises)	Other Educational Uses ^{Note 2}
Central and Western	0	0	0
Eastern	2	0	0
Islands	0	0	0
Kowloon City	3	0	1
Kwai Tsing	1	0	1
Kwun Tong	0	1	0
North	1	0	0
Sai Kung	1	0	0
Sham Shui Po	1	0	0
Sha Tin	3	0	0
Southern	1	0	0
Tai Po	1	0	0
Tsuen Wan	0	0	0
Tuen Mun	0	0	0
Wan Chai	1	0	0
Wong Tai Sin	0	0	0
Yau Tsim Mong	0	0	1
Yuen Long	0	0	1
Total:	15	1	4

Note 1: "School Uses" include whole-day primary schooling, non-profit-making international schools/other non-profit-making private schools, physical extension of nearby school, reprovisioning of schools, etc.

Note 2: "Other Educational Uses" include vocational training centres in support of Qualifications Framework, post-secondary education uses, etc.

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

Reply Serial No.

EDB166

Question Serial No.

1971

Head : 156 Government Secretariat: Subhead : 000 Operational expenses
Education Bureau

Programme : (1) Director of Bureau's Office
 (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the items listed below, please specify the amount of resources actually used in 2008-09 and 2009-10, as well as that reserved for 2010-11. Please also advise of the details and policy objectives of the activities concerned.

- (a) Expenditure incurred by local officials in undertaking duty visits, participating in exchange activities and attending meetings in the Mainland
- (b) Expenditure on exchange activities, entertainment and meetings with Mainland officials and departments in Hong Kong
- (c) Expenditure incurred by local officials in undertaking duty visits, participating in exchange activities and attending meetings overseas
- (d) Expenditure on exchange activities, entertainment and meetings with overseas officials and departments in Hong Kong

Asked by : Hon. HO Sau-lan, Cyd

Reply :

The actual expenditure in 2008-09 and 2009-10 and the estimated expenditure in 2010-11 on the four areas are as follows:

	2008-09 (\$M)	2009-10 (up to 28.2.2010) (\$M)	2010-11 (estimates) (\$M)
(a) Duty visits to the Mainland	0.493	0.375	0.662
(b) Meeting Mainland officials in Hong Kong	0.093	0.073	0.083
(c) Duty visits to overseas	1.446	0.654	3.400
(d) Meeting overseas officials in Hong Kong	0.015	0.007	0.022

The major objectives of meeting Mainland or overseas officials through goodwill visits, exchange programmes or conferences are promoting the education initiatives of Hong Kong (e.g. New Academic Structure for Senior Secondary Education and Higher Education), planning student exchange and interflow activities (e.g. participation in Mathematics Olympiad activities, National education activities, etc), sharing experiences on education reforms and exploring cooperation on other educational fronts.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 16 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB167

Question Serial No.

1990

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 :

Regarding the transfer of students from special schools to mainstream schools in the past five years (i.e. from 2005-06 to 2009-10), would the Administration provide by school type the number of students who:

- a. moved up from Primary 1-5 in special schools to Primary 2-6 in mainstream schools;
- b. moved down when transferred from special schools to mainstream schools;
- c. moved up successfully to Secondary 1 in mainstream schools after finishing Primary 6 in special schools;
- d. moved up to Secondary 4 in mainstream schools after finishing Secondary 3 in special schools;
- e. had to repeat or move down in mainstream secondary schools after finishing Secondary 1-3 in special schools.

Asked by : Hon. HO Sau-lan, Cyd

Reply :

The numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools in the public sector in the past five years are at the Appendix. As special schools adopt flexible groupings and individualized education programmes to cater for the specific needs of their students, the class levels in these schools are not comparable to the class levels in mainstream schools. A breakdown by grade levels is therefore not provided.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

Numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools from the 2005/06 to 2009/10 school years

School Year	Number of students transferred from special schools						Mainstream School
	School for Children with Mild Intellectual Disability	School for Children with Moderate Intellectual Disability	School for Children with Severe Intellectual Disability	School for Children with Visual Impairment	School for Children with Hearing Impairment	School for Children with Physical Disability	
2005/06	16	0	0	0	1	4	Primary
	3	0	0	8	1	5	Secondary
	19	0	0	8	2	9	Total
2006/07	11	1	0	0	3	0	Primary
	2	0	0	4	4	4	Secondary
	13	1	0	4	7	4	Total
2007/08	8	0	0	0	4	4	Primary
	5	0	0	9	22	1	Secondary
	13	0	0	9	26	5	Total
2008/09	15	1	0	0	2	1	Primary
	4	0	0	8	2	4	Secondary
	19	1	0	8	4	5	Total
2009/10 (up to mid September 2009)	6	0	0	0	0	1	Primary
	7	0	0	9	0	4	Secondary
	13	0	0	9	0	5	Total

Note: The data on schools for social development is not provided as these special schools are for students with moderate to severe emotional and behavioural difficulties which are transient in nature and the students will normally resume mainstream schooling as soon as possible.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB168

Question Serial No.

1991

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 :

Would the Administration inform us of the number of students with special educational needs (SEN) who were transferred from mainstream schools to special schools in the past five years (i.e. from 2005/06 to 2009/10). Please tabulate the figures by the class level at which the students were studying in mainstream schools and by the type of school to which the students were transferred.

Asked by : Hon. HO Sau-lan, Cyd

Reply :

A breakdown on the number of students who have been transferred from public sector mainstream schools to different categories of special schools from the 2005/06 to 2009/10 school years (up to mid September 2009) is at the Appendix.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

Number of Students having transferred from mainstream schools to different categories of special schools from the 2005/06 to 2009/10 school years

School Year	Class Level	Number of Students Admitted to Different Categories of Special Schools					
		Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Visual Impairment	Hearing Impairment	Physical Disability
2005/06	P1	15	0	0	0	0	0
	P2	15	1	1	0	0	2
	P3	21	1	0	0	0	2
	P4	15	1	0	0	0	2
	P5	19	1	0	0	0	3
	P6	8	1	0	0	1	2
	Sub-Total	93	5	1	0	1	11
	S1	16	0	0	0	1	1
	S2	3	1	0	0	0	1
	S3	3	0	0	0	0	2
	S4	0	0	0	0	0	0
	S5	0	0	0	0	0	0
	S6	0	0	0	0	0	0
	Sub-Total	22	1	0	0	1	4
Total	115	6	1	0	2	15	
2006/07	P1	27	4	0	0	0	0
	P2	17	1	0	0	0	3
	P3	16	2	0	0	0	0
	P4	15	2	0	1	0	0
	P5	19	0	0	0	0	1
	P6	14	2	0	0	1	2
	Sub-Total	108	11	0	1	1	6
	S1	12	1	1	0	0	1
	S2	6	0	0	0	0	1
	S3	0	0	0	0	1	2
	S4	0	0	0	0	0	0
	S5	0	1	0	0	0	0
	S6	0	0	0	0	0	0
	Sub-Total	18	2	1	0	1	4
Total	126	13	1	1	2	10	
2007/08	P1	26	5	0	0	0	0
	P2	18	0	0	0	1	1
	P3	12	3	0	2	0	2
	P4	18	0	0	1	1	3
	P5	10	0	1	0	0	2
	P6	23	1	0	0	0	1
	Sub-Total	107	9	1	3	2	9
	S1	11	0	0	1	0	0
	S2	4	0	0	0	0	0
	S3	4	0	0	1	1	0
	S4	0	0	0	0	0	0
	S5	0	0	0	0	0	2
	S6	0	0	0	0	0	0
	Sub-Total	19	0	0	2	1	2
Total	126	9	1	5	3	11	

School Year	Class Level	Number of Students Admitted to Different Categories of Special Schools					
		Mild Intellectual Disability	Moderate Intellectual Disability	Severe Intellectual Disability	Visual Impairment	Hearing Impairment	Physical Disability
2008/09	P1	26	6	0	0	0	0
	P2	22	2	1	0	0	0
	P3	12	2	0	0	0	4
	P4	12	0	0	0	1	0
	P5	11	0	0	0	0	1
	P6	20	0	0	0	1	3
	Sub-Total	103	10	1	0	2	8
	S1	6	3	0	0	0	1
	S2	1	1	0	0	0	3
	S3	2	1	0	0	0	2
	S4	0	0	0	0	0	0
	S5	0	0	0	0	0	0
	S6	0	0	0	0	0	0
	Sub-Total	9	5	0	0	0	6
	Total	112	15	1	0	2	14
2009/10 (up to mid September 2009)	P1	11	0	0	0	0	0
	P2	12	1	0	0	0	3
	P3	10	1	0	0	0	0
	P4	15	2	0	0	0	0
	P5	2	1	0	0	0	1
	P6	9	2	0	0	1	3
	Sub-Total	59	7	0	0	1	7
	S1	4	2	0	0	1	1
	S2	3	0	1	0	0	1
	S3	3	0	0	0	0	2
	S4	0	0	0	0	0	0
	S5	0	0	0	0	0	0
	S6	0	0	0	0	0	0
	Sub-Total	10	2	1	0	1	4
	Total	69	9	1	0	2	11

Note: The data on schools for social development is not provided as these special schools are for students with moderate to severe emotional and behavioural difficulties which are transient in nature and the students will normally resume mainstream schooling as soon as possible.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB169

Question Serial No.

1992

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Would the Administration please advise how many students suspected of having special educational needs (SEN) were referred by schools for assessment and how many parents applied for assessment on their own in the past five years (i.e. from 2005-06 to 2009-10)? Please give a breakdown by the age of students (i.e. 0-5 years old, 5-7 years old, 7-9 years old, 9-12 years old, 12-15 years old and above 15 years old).

How long was the average waiting time for the assessment service in the past five years?

Asked by : Hon. HO Sau-lan, Cyd

Reply :

For children from birth to the age of five with suspected health, developmental and behavioural problems, they are assessed by the Maternal and Child Health Centres of the Department of Health (DH). Those who require further assessment are served by the Child Assessment Services (CAS) provided by either the DH or the Hospital Authority (HA).

For students studying in public-sector primary and secondary schools who are suspected to have learning difficulties such as reading and writing problems, intellectual problem, speech and language impairments and hearing impairment, they are provided with assessment services by the Educational Psychology Service (EPS), Speech Therapy Service (STS) and Audiological Service (AS) of the Education Bureau (EDB) or school-based EPS and STS funded by EDB. School-age children with multiple developmental problems such as attention deficit problems, physical impairment, visual impairment and autism spectrum disorders could seek medical consultation from the CAS under DH or HA.

According to our prevailing practice, school-age students suspected to have special educational needs are referred for assessment via their schools. Parents who have concern about their children's learning needs would discuss with the schools, which would then make referrals to EDB or school-based EPS and STS for assessment where necessary.

In the past four years (i.e. from the 2005/06 to 2008/09 school years), the numbers of students referred by both mainstream and special schools to EDB or EDB-funded EPS and STS for assessment were as follows:

2005/06	2006/07	2007/08	2008/09
14 218	20 655	23 727	26 156

(Note: Figures for the 2009/10 school year is not yet available.)

EDB has not kept the age distribution of all the students referred for the above assessments.

In the past five years, the average waiting time for the above assessments ranged from three to nine months.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 15 March 2010

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

Reply Serial No.

EDB171

Question Serial No.

1628

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the section on "Matters Requiring Special Attention in 2010-11", it is stated that the career development advisory and support services to students and graduates will be expanded. Please specify the provision and the specific measures involved.

Asked by : Hon. LI Fung-ying

Reply :

The Vocational Training Council (VTC) provides a wide range of career advisory and support services to students and graduates. These include a Job Information System through which both students and graduates can have access to information on job opportunities and job matching services. A dedicated career web platform has also been developed for students and graduates to conduct evaluation and career aptitude tests, as well as to provide information on the market situation and the business outlook of different industries. In 2010-11, the VTC will further expand the job search database and improve the accessibility of the career web platform. The VTC will also continue to provide in 2010-11 career advisory workshops, talks and training sessions (covering topics such as career planning, job search skills, mock individual and group interview, professional image and business etiquette and psychometric test for career development etc.) which will benefit about 20 000 students and graduates. Career clinics will also be held to provide about 4 500 students and graduates with individual face-to-face career counseling. In addition, recruitment days will be organised to invite employers to conduct staff recruitments on site at the campuses. The alumni mentoring scheme under which students benefit from the mentoring guidance from past graduates will be further promoted and a career development guidance service specifically for alumni will be developed.

The recurrent expenditure for these services will cost about \$5 million in 2010-11, \$3.5 million of which will be met from Government subvention. A non-recurrent expenditure of \$0.2 million will also be expended on upgrading of the career web system.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB172

Question Serial No.

1629

Head : 156 Government Secretariat: Subhead : 000 Operational Expenses
Education Bureau

Programme : (1) Director of Bureau's Office
 (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

It is expected that there will be a net decrease of 63 posts in the Education Bureau in 2010-11. Please provide details on the numbers and posts involved.

Asked by : Hon. LI Fung-ying

Reply :

In 2010-11, there will be a net deletion of 63 posts in the Education Bureau. The breakdown of the posts to be created and deleted is set out below -

<u>Rank</u>	<u>Posts to be created</u>
Principal II	4
Education Officer	11
Assistant Master / Mistress	17
Headmaster / Headmistress I	1
Senior Primary School Master / Mistress	1
Primary School Master / Mistress	12
Senior Education Officer (Administration)	1
Education Officer (Administration)	1

Assistant Education Officer (Administration)	5
Assistant Inspector (Graduate)	4
Senior Specialist (Education Services)	1
Specialist (Education Services) I	10
Assistant Supplies Officer	1
Supplies Supervisor II	1
Total:	70

<u>Rank</u>	<u>Posts to be deleted</u>
Principal Education Officer*	- 2
Principal I	- 4
Senior Education Officer	- 1
Education Officer	- 18
Assistant Education Officer	- 27
Principal Assistant Master / Mistress	- 11
Senior Assistant Master / Mistress	- 1
Assistant Master / Mistress	- 3
Certificated Master / Mistress	- 25
Headmaster / Headmistress II	- 1
Primary School Master / Mistress	- 2
Assistant Primary School Master / Mistress	- 12
Artisan	- 1
Workshop Attendant	- 3
Workman II	- 22
Total:	- 133
Net Total:	- 63

* supernumerary posts to lapse on 1 July 2010

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 16 March 2010

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

Reply Serial No.

EDB175

Question Serial No.

1632

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the Capital Account, the provision for the Vocational Training Council (VTC) for 2010-11 is reduced to \$2,620,000. What is the reason for the reduction and will it affect the staff establishment and research work of the VTC?

Asked by : Hon. LI Fung-ying

Reply :

The decrease of provision in 2010-11 under the capital account subhead 871 for one-off capital items including major systems and equipment to support the operation of the Vocational Training Council (VTC) is due to the completion of the digital media asset management system and the replacement mock ship structure by the end of 2009-10, and reduced cashflow in 2010-11 for the IT project to support flexible programme delivery. This reduction in provision will have no impact on VTC's manpower or developmental work.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

11 March 2010

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

Reply Serial No.

EDB177

Question Serial No.

0623

Head : 156 Government Secretariat: Subhead : 000 Operational Expenses
Education Bureau

Programme : (1) Director of Bureau's Office

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please list out the estimated salary expenditure for the Secretary, the Under Secretary and the Political Assistant of the Education Bureau respectively in 2010-11.

Asked by : Hon. HO Chun-yan, Albert

Reply :

The provisions earmarked for the salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant to Secretary for Education in 2010-11 Estimates under Head 156 are as follows -

	2010-11 <u>Estimates</u> (\$million)
Secretary for Education	3.40
Under Secretary for Education	2.55
Political Assistant to Secretary for Education	1.54

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 12 March 2010 _____

In addition to the 13 industries¹ which have established ITACs, we are exploring with stakeholders in other industries, especially the four economic pillars and six industries identified in the Chief Executive's 2009 Policy Address, with a view to setting up new ITACs in these industries.

- (b) and (c) The development of QF is gender-neutral. We do not have information on "segregation index" in the 13 industries concerned.
- (d) In making appointments to the ITACs, we aim to ensure that the composition of the committees could broadly reflect the interests and views of the industry. At present, the ratios of male and female members vary among the 13 ITACs, with an overall average of 85%:15%.
- (e) In 2010-11, we have earmarked a provision of \$23 million for providing secretariat support to ITACs, drawing up Specification of Competency Standards, and enhancement of our efforts to promote QF to the general public and key stakeholder groups, including the production of Announcements in the Public Interest, and organisation of a video competition, exhibitions, seminars and talks.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	15 March 2010

¹ The 13 industries are Printing & Publishing, Watch & Clock, Hairdressing, Chinese Catering, Property Management, Electrical & Mechanical Services, Jewelry, Beauty, Logistics, Automotives, Information Communication and Technology, Banking and Import & Export.

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

Reply Serial No.

EDB179

Question Serial No.

0807

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The number of schools designated for intensive support by the Education Bureau to cater for the needs of non-Chinese speaking (NCS) students has increased from 26 in 2009-10 to 28 in 2010-11. In this connection, will the Government inform us of :

- (a) whether the two additional schools are primary or secondary schools and the total number of students expected to be benefited?
- (b) the criteria for giving these schools the status of "designated schools"?
- (c) whether it will increase the number of "designated schools" if more than two schools intend to become "designated schools"? If yes, what are the details? If not, what are the reasons?

Asked by : Hon. LEE Cheuk-yan

Reply :

- (a) We aim to increase the number of designated schools to 28 by the 2010/11 school year. As the additional designated schools are yet to be identified, we are unable to confirm at this stage whether these schools are primary schools or secondary schools and the estimated number of non-Chinese speaking (NCS) students to be involved.
- (b) When selecting designated schools, we take into account a number of factors including whether the schools have admitted a critical mass of NCS students, their experience and capability in taking care of NCS students, their readiness to partner with us to develop supporting teaching materials for NCS students and share their experiences with other schools admitting NCS students, etc. We also consider the distribution of the designated schools to ensure that they can cater for the needs of NCS students in various districts.
- (c) We have not set a ceiling for the number of designated schools. Schools admitting a critical number of NCS students and are ready to share their experiences with other schools are welcome to apply. We will select designated schools in accordance with the criteria mentioned in (b) above.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

Regarding the qualifications of the Chinese Language, we encourage NCS students who are able to attain Chinese Language proficiency comparable to the Chinese-speaking students to take the Chinese Language paper in the Hong Kong Certificate of Education Examination (HKCEE) or the future Hong Kong Diploma of Secondary Education (HKDSE). We have also administered the General Certificate of Secondary Education (GCSE) (Chinese) Examination in Hong Kong through the Hong Kong Examinations and Assessment Authority for NCS students preferring an alternative Chinese qualification. To further support NCS students with a late start in the learning of the Chinese Language curriculum, we have started to subsidise the GCSE (Chinese) Examination as from 2010 to the effect that eligible NCS school candidates sitting for the examination are charged an examination fee level on par with the Chinese-speaking students taking the Chinese Language paper in the HKCEE. This alternative Chinese qualification will be considered for appointment to civil service posts and for further studies under the Secondary 6 Admission Procedures and the Joint University Programmes Admissions System.

The development of assessment tools and the recognition of the qualification of the GCSE (Chinese) Examination as an alternative Chinese qualification have, to a certain extent, served the purposes of the proposed Chinese proficiency benchmark test, whereas the latter may limit the range of learning opportunities of NCS students. Nonetheless, the Education Bureau will continue to keep in view the needs of the NCS students in evaluating the future need for administering a separate Chinese proficiency benchmark test.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	15 March 2010

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

Reply Serial No.

EDB181

Question Serial No.

0949

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the section on "Matters Requiring Special Attention in 2010-11", it is stated that the Administration will continue to implement a basket of measures to support the development of Hong Kong as a regional education hub. How many resources have been reserved for implementing these measures in 2010-11? What are the relevant measures to be implemented and what are the details of implementation? And how will the Administration evaluate the effectiveness of the development of Hong Kong as a regional education hub?

Asked by : Hon. CHAN Mo-po, Paul

Reply :

As set out in the 2009 Policy Address, it is our policy objective to enhance Hong Kong's status as a regional education hub, boosting Hong Kong's competitiveness and complementing the future development of the Mainland. We aim to achieve this by stepping up our efforts to further internationalise and diversify the higher education sector for the benefit of local students and Hong Kong as a whole.

Regarding internationalisation, we implemented in 2008 a basket of measures, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the \$1 billion HKSAR Government Scholarship Fund to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs and enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation.

We will build on these measures and continue to encourage more quality non-local students to come to Hong Kong to study. We will work with our higher education institutions to step up exchange and promotion efforts overseas, particularly in Asia, to encourage more students to regard Hong Kong as a destination for education. We will also explore the possibility of allowing senior secondary students from the Mainland to take short-term courses such as summer courses offered by our degree-awarding higher education institutions and pursue senior secondary education at non-public schools in Hong Kong.

As regards diversification, we consider that the self-financing higher education sector has room for further expansion. In recent years, we have introduced a number of measures to facilitate the development of self-financing post-secondary institutions.

These measures include –

- (a) Land Grant Scheme – This Scheme provides land at nominal premium to self-financing non-profit-making post-secondary institutions for the construction of purpose-built premises. Since the launch of the Scheme in 2002, six sites have been granted. We have reserved another six sites for interested operators to provide self-financing degree programmes, including the Queen’s Hill site in the New Territories as announced in the 2010-11 Budget;
- (b) Start-up Loan Scheme – This Scheme provides loans to support self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. The Scheme was launched in 2001 with an initial commitment of \$5 billion. We have recently sought the Finance Committee’s approval to increase the total commitment of the Scheme by \$2 billion; and
- (c) Quality Enhancement Grant Scheme – This Scheme supports projects/initiatives that can improve students’ learning, teaching methods, course quality and career guidance. The Scheme was launched in 2008 with a one-off injection of \$100 million.

The increase in non-local student quota for publicly-funded programmes to 20% will not result in additional recurrent costs for the Government, as the recurrent expenditure incurred in providing the additional student places will be met by institutions from tuition fees received and other income sources. The Immigration Department will continue to deal with the increase in applications for student entry, extension of stay and dependant entry that is likely to result from some of the above measures. The estimated staff cost involved in 2010-11 is about \$2.93 million. As regards the scholarships, the HKSAR Government Scholarship Fund was established with a one-off injection of \$1 billion in 2007-08. The Director of Accounting Services will continue to oversee the investment and accounting matters relating to the Fund in 2010-11. The estimated staff cost involved in 2010-11 is about \$1.52 million.

Enhancing Hong Kong’s status as a regional education hub is a long-term commitment and it is of utmost importance to uphold quality. Our objective is not to reach specific quantitative targets within a certain period of time but rather to provide quality education to local and non-local students. We believe the basket of measures highlighted above, which has only been implemented for a few years, will provide our higher education institutions with effective support in providing quality education. Nevertheless, much of the success of our higher education institutions in attracting quality non-local students will depend on the quality of their academic programmes and their reputation internationally.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	12 March 2010

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

Reply Serial No.

EDB182

Question Serial No.

0950

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Will the Administration please specify the recurrent and non-recurrent expenditures involved in expanding the career development advisory and support services to students and graduates, and provide the details of the relevant expenditure items?

Asked by : Hon. CHAN Mo-po, Paul

Reply :

Vocational Training Council (VTC) provides a wide range of career advisory and support services to students and graduates. These include a Job Information System through which both students and graduates can have access to information on job opportunities and job matching services. A dedicated career web platform has also been developed for students and graduates to conduct evaluation and career aptitude tests, as well as to provide information on the market situation and the business outlook of different industries. In 2010-11, the VTC will further expand the job search database and improve the accessibility of the career web platform. The VTC will also continue to provide in 2010-11 career advisory workshops, talks and training sessions (covering topics such as career planning, job search skills, mock individual and group interview, professional image and business etiquette and psychometric test for career development etc.) which will benefit about 20 000 students and graduates. Career clinics will also be held to provide about 4 500 students and graduates with individual face-to-face career counseling. In addition, recruitment days will be organised to invite employers to conduct staff recruitments on site at the campuses. The alumni mentoring scheme under which students benefit from the mentoring guidance from past graduates will be further promoted and a career development guidance service specifically for alumni will be developed.

The recurrent expenditure for these services will cost about \$5 million in 2010-11, \$3.5 million of which will be met from Government subvention. A non-recurrent expenditure of \$0.2 million will also be expended on upgrading of the career web system.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB183

Question Serial No.

0951

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :
700 General Non-recurrent

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question:

Regarding the provision of grant for establishment of incorporated management committee in aided schools, will the Administration inform us of the number of aided schools to be covered in the 2010-11 estimated expenditure? When will the grant be provided to all aided schools?

Asked by : Hon. CHAN Mo-po, Paul

Reply:

A one-off cash grant of \$350,000 will be provided to each aided school to facilitate its setting up of the Incorporated Management Committee (IMC). According to our survey conducted last year, about 15 schools indicated intention to submit the draft IMC constitutions in 2010-11. As such, \$5.25 million have been reserved for disbursement to schools upon receipt of the draft IMC constitutions. Additional funding can be made available if eventually more schools manage to submit their draft IMC constitutions in 2010-11.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

will also complete the review of the pilot Recognition of Prior Learning mechanism currently implemented in three industries¹ and will formulate plans to extend the mechanism to other industries. On publicity, we will enhance our efforts to promote QF to the general public and key stakeholder groups, including the production of Announcements in the Public Interest, and organisation of a video competition, exhibitions, seminars and talks.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 15 March 2010

¹ The three industries are Printing & Publishing, Watch & Clock and Hairdressing.

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

Reply Serial No.

EDB185

Question Serial No.

2794

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

According to the indicators, the estimated number of primary students in Hong Kong in 2010-11 is 334 900. The education authorities of Hong Kong and Shenzhen have given approval to three schools in Shenzhen to offer "Classes for Hong Kong Children" in the next school year. Has the Administration estimated the number of wastage of students as a result and the amount of expenditure on "primary education" to be saved?

Asked by : Hon. CHAN Mo-po, Paul

Reply:

The pilot project for the three Minban (民辦) schools in Shenzhen to operate classes for Hong Kong children aims to facilitate a smooth transition for those Hong Kong children now living and studying in Shenzhen but wishing to return to Hong Kong to attend secondary schools. As these schools cater for Hong Kong children residing in Shenzhen, it will not affect students living in Hong Kong nor the government subsidy for local primary education.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB186

Question Serial No.

0987

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

It is stated in the "Matters Requiring Special Attention in 2010-11" that the Administration will "continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary curriculum". Regarding this, please inform us:

- (a) of the related expenditure and staff establishment in 2010-11 and their comparison with those in 2009-10;
- (b) of the expenditure and manpower for developing electronic resource materials, their percentage share and comparison with those of last year (i.e. 2009-10); and
- (c) whether the Administration will provide more resources for schools to procure electronic resource materials in order to facilitate the development of electronic teaching and learning in Hong Kong?

Asked by : Hon. TAM Wai-ho, Samson

Reply :

- (a) The estimated expenditures for teacher training and development of resource materials in support of the implementation of the new senior secondary (NSS) academic structure in 2010-11 are about \$31 million and \$6.8 million respectively. For 2009-10, the expenditures are \$42 million and \$11.8 million respectively. Estimates for 2010-11 are less as compared with those in 2009-10 as there is less demand on teacher training after the implementation of the NSS curriculum in September 2009 and the major resource materials have been developed.

Apart from some commissioned projects on teacher training and resources development that are funded by the above-mentioned expenditure, the manpower requirements for teacher training and resources development will be absorbed by the staff establishment of the Education Bureau.

- (b) Some of the teaching/learning materials are produced only in printed format and some are in both printed and electronic format. As the production of electronic teaching/learning materials is part and parcel of the production of teaching/learning materials and the workload involved is absorbed by existing staff, it is not possible to provide a separate breakdown of the expenditure and manpower for the production of electronic teaching/learning materials for both 2009-10 and 2010-11.

- (c) The Administration will disburse a one-off grant amounting to \$50 million to all government, aided, caput, and Direct Subsidy Scheme schools (including special schools) in the 2010/11 school year for purchasing e-Learning resources. Schools will be allowed to use it over three years.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 12 March 2010

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

Reply Serial No.

EDB187

Question Serial No.

1375

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

On cross-boundary school bus services, please provide the following information:

- i. The details and current use of cross-boundary school bus services at various control points:

Control point	Number of Cross-boundary School Buses	Number of Northbound Trips Per Day	Number of Southbound Trips Per Day	Number of Students Crossing the Boundary Via the Control Points Per Day

- ii. Will the Administration consider further increasing the quota for cross-boundary school bus services at various control points? If so, please give the details.

Asked by : Hon. CHEUNG Hok-ming

Reply :

- i. Currently, the provision of cross-boundary school bus under the special quota system at various control points is as follows:

Control point	Number of Cross-boundary School Buses	Number of Northbound Trips Per Day	Number of Southbound Trips Per Day	Number of Students Crossing the Boundary Via the Control Points Per Day
Shenzhen Bay	13	16	13	440
Lok Ma Chau (Huanggang)	7	10	7	190
Man Kam To	10	19	10	340
Sha Tau Kok	7	7	7	270
Total	37	52	37	1 240

- ii. We will review the provision of cross-boundary school bus services having regard to the actual demand and operation of the services each year. Depending on the need, we will discuss with the relevant Guangdong authorities on the number of special quotas required for cross-boundary school buses via various control points for the following school year.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB189

Question Serial No.

2097

Head : 156 Government Secretariat: Subhead : 000 Operational Expenses
 Education Bureau

Programme : (1) Director of Bureau's Office
 (2) Primary Education
 (3) Secondary Education
 (4) Special Education
 (5) Other Educational Services and Subsidies
 (6) Vocational Education
 (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

It is anticipated that there will be a net decrease of 63 posts in the Education Bureau in 2010-11. In this connection, will the Administration inform this Committee of the total savings to be achieved? In addition, despite the reduction of 63 posts, the estimated expenditure for salaries for 2010-11 is \$80 million higher than the revised estimate for 2009-10. Please give a detailed account of the reasons.

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

The estimated total savings resulting from the net deletion of 63 posts in 2010-11 is around \$13 million per annum in terms of notional annual mid-point salary value.

The estimated expenditure on salaries in 2010-11 is around \$84 million higher than the revised estimate in 2009-10. The difference is the net result of the following increase and decrease in estimated expenditure on salaries in 2010-11 over 2009-10 –

Increase in estimated expenditure on salaries	Estimated Amount
Additional salaries for filling vacancies and new posts in 2010-11	+ \$74 million
Full-year effect of salaries payable to officers filling vacancies and new posts in 2009-10	+ \$50 million
Salary increments for eligible officers	+ \$30 million
Sub-total:	+ \$154 million
Decrease in estimated expenditure on salaries	Estimated Amount
Full-year effect of 2009 pay adjustment	- \$50 million
Savings arising from salary differentials between officers leaving the service and their replacements	- \$7 million
Savings resulting from the net deletion of 63 posts	- \$13 million
Sub-total:	- \$70 million
Net total:	+ \$84 million

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB190

Question Serial No.

3085

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the implementation of the 334 new senior secondary academic reform, as the next Hong Kong Advanced Level Examination (i.e. 2011-12) will be the last one, are there any support measures to help repeaters in curriculum articulation?

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

We do not consider repeating Secondary 6 of the new academic structure would be in the best interest of the last cohort of Secondary 7 students (graduating in the 2011/12 school year). Those students who cannot secure a university place may choose to apply for sub-degree programmes (including associate degree programmes and diploma courses). According to our preliminary estimation, the post-secondary sector should be able to provide sufficient places to meet the demand. We will keep in close contact with post-secondary institutions for the latest forecast on the supply of places in the coming few years.

Nonetheless, some students may choose to repeat Secondary 7 and sit for the Hong Kong Advanced Level Examination in 2013 as private candidates. As no more 3-year degree programmes will be offered from 2013 onwards, Secondary 7 repeaters will have to apply for the 4-year degree programmes or sub-degree programmes in 2013.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 16 March 2010

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

Reply Serial No.

EDB191

Question Serial No.

2132

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

It is stated in the Budget that a number of educational measures will be taken to direct more resources to enrolled students and higher education. While the Budget has set out a more specific plan on resource allocation in respect of higher education, it has not provided a detailed estimate for secondary education. In this connection, please advise this Committee of the population of the 13-15 and 16-18 age cohorts attending and not attending formal courses in schools, educational institutions or training institutes in the past five years (i.e. 2004-05 to 2008-09).

	2004-05	2005-06	2006-07	2007-08	2008-09
1. Population of the 13-15 age cohort attending any formal courses in schools, educational institutions or training institutes					
2. Population of the 13-15 age cohort <u>not</u> attending any formal courses in schools, educational institutions or training institutes					
3. Population of the 16-18 age cohort attending any formal courses in schools, educational institutions or training institutes					
4. Population of the 16-18 age cohort <u>not</u> attending any formal courses in schools, educational institutions or training institutes					
5. Total government expenditure on secondary education					

Asked by : Hon. CHEUNG Kwok-che

Reply :

Hong Kong has been providing 9-year free and universal basic education (6 years of primary education and 3 years of junior secondary education) through public sector primary and secondary schools since 1978. Hence, in principle, all children aged 12 to 14 should be attending schools. As from the 2008/09 school year onwards, free education has been extended to include senior secondary education (i.e. a total of 12-year free education).

According to annual student enrolment survey conducted by this Bureau and returns collected from the Vocational Training Council and other education institutions, the numbers of people aged 12 to 14 and aged 15 to 18 who attended formal courses in schools, educational institutions or training institutes for the 2004/05 to 2008/09 school years are tabulated below.

	School Year				
	2004/05	2005/06	2006/07	2007/08	2008/09
a. Number of people aged 12 to 14 attending formal courses in schools, educational institutions or training institutes	222 015	224 966	228 110	227 958	225 631
b. Number of people aged 15 to 18 attending formal courses in schools, educational institutions or training institutes	233 097	232 700	235 286	238 369	239 533

Notes:

- I. Figures refer to the position as at mid September of the respective school years.
- II. Generally speaking, school-age population of age 12 to 14 are considered suitable for junior secondary education and those of age 15 to 18 are for senior secondary education.
- III. Figures include students attending secondary day, evening and special schools, special classes of ordinary secondary schools, craft level courses and programmes of the Project Yi Jin. Figures for the 2008/09 school year include correctional/residential home under the Social Welfare Department and correctional institutions under the Correctional Services Department as well.

The total government expenditure on secondary education for the financial years of 2004-05 to 2008-09 is as follows:

	Financial Year (rounded to the nearest \$5 million)				
	2004-05	2005-06	2006-07	2007-08	2008-09
Total government expenditure on secondary education	16,175	16,415	16,725	17,720	19,630

Note:

The total government expenditure on secondary education covers relevant recurrent expenditure, non-recurrent and capital expenditure under General Revenue Account of Head 156 Government Secretariat: Education Bureau, Head 173 Student Financial Assistance Agency and Programme (3) School Educational Television of Head 160 Radio Television Hong Kong.

This Bureau does not collect statistics on the number of persons who do not attend schools in a given school year. As revealed from the results of the 2006 Population By-census conducted by the Census and Statistics Department in 2006, some 300 persons aged 12 to 14 and some 33 000 persons aged 15 to 18 did not attend schools in the first half of 2006. It is, however, worth-noting that for the age group of 15 to 18, some of the persons were school leavers who had completed Secondary 3 or Secondary 5 education and might attend schools subsequently.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 15 March 2010

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

Reply Serial No.

EDB192

Question Serial No.

2157

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Administration will increase the recurrent funding for the school-based after-school learning and support programmes by \$100,000,000 to \$175,000,000 in 2010-11. What are the details of the additional funding? What is the eligibility for the funding? Will the existing scope of application be extended?

Asked by : Hon. CHEUNG Kwok-che

Reply :

The annual provision of the School-based After-school Learning and Support Programmes is apportioned into the school-based grant and community-based project grant for schools and non-governmental organisations (NGOs) to organise after-school activities for Primary 1 to Secondary 7 students from families in receipt of the Comprehensive Social Security Assistance or recipients of full grant under the Student Financial Assistance Scheme.

Under the school-based grant, each applicant school in the public sector and under the Direct Subsidy Scheme will be provided with subsidies at a rate of \$400 per needy student. NGOs applying to organise or collaborate with schools to conduct community-based projects will need to submit proposals to the Education Bureau for vetting. The estimated expenditures for the school-based grant and community-based project grant in 2010-11 are about \$67 million and \$108 million respectively.

The scope of application for funding under the Programmes is already broad enough to include a wide spectrum of activities such as tutorial service, cultural and art activities, sports activities, leadership training, voluntary service and visits. Any activities proposed under the scope of facilitating target students' whole-person and all-round development will be considered under the Programmes. Seen in this light, we do not see the need to expand the existing scope of application.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB193

Question Serial No.

2158

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

- (a) What was the expenditure on the school-based after-school learning and support programmes in each district from 2007-08 to 2009-10?
- (b) Please inform us of the type and number of activities as well as the number of participants in each activity for the school-based after-school learning and support programmes in each district from 2007-08 to 2009-10?

Asked by : Hon. CHEUNG Kwok-che

Reply :

- (a) The expenditure of the School-based After-school Learning and Support Programmes in terms of school-based grant and community-based project grant with breakdown by district from 2007-08 to 2009-10 is at Annex I.
- (b) The types of activities and the number of participating students (in terms of man-times) under the school-based grant of the Programmes from 2007-08 to 2009-10 are at Annex II. Given that the school-based grant for schools is complementary in nature and schools can deploy the resources under this grant as well as other grants allocated to schools to organise after-school programmes, each programme organised by individual schools may include a number of activities of various types to meet different needs of needy students. As such, we do not have the breakdown of the activities by type and number. The community-based projects organised by non-governmental organisations with breakdown by the type and number of activities and the number of participating students (in terms of man-times) under the community-based project grant from 2007-08 to 2009-10 are at Annex III.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 17 March 2010

Annex I

School-based After-school Learning and Support Programmes Breakdown of Expenditure by District from 2007-08 to 2009-10

District	2007-08			2008-2009			2009-2010		
	School-based Grant \$	Community-based Project Grant \$	Total	School-based Grant \$	Community-based Project Grant \$	Total	School-based Grant \$	Community-based Project Grant \$	Estimated Total
Central and Western	222,000	153,000	375,000	246,000	215,000	461,000	256,000	391,000	647,000
Eastern	1,314,000	1,598,000	2,912,000	1,255,000	1,550,000	2,805,000	1,248,000	1,668,000	2,916,000
Islands	1,022,000	975,000	1,997,000	1,003,000	1,043,000	2,046,000	955,000	929,000	1,884,000
Southern	789,000	1,257,000	2,046,000	767,000	861,000	1,628,000	761,000	1,118,000	1,879,000
Wan Chai	340,000	450,000	790,000	404,000	486,000	890,000	310,000	455,000	765,000
Kowloon City	1,260,000	1,465,000	2,725,000	1,393,000	1,657,000	3,050,000	1,275,000	1,875,000	3,150,000
Kwun Tong	3,688,000	3,660,000	7,348,000	3,579,000	4,239,000	7,818,000	3,566,000	3,149,000	6,715,000
Sai Kung	2,006,000	1,303,000	3,309,000	1,847,000	1,270,000	3,117,000	1,839,000	1,731,000	3,570,000
Sham Shui Po	2,345,000	3,476,000	5,821,000	2,352,000	3,316,000	5,668,000	2,283,000	2,733,000	5,016,000
Wong Tai Sin	2,453,000	2,545,000	4,998,000	2,348,000	2,876,000	5,224,000	2,233,000	2,719,000	4,952,000
Yau Tsim Mong	1,407,000	1,517,000	2,924,000	1,343,000	1,492,000	2,835,000	1,266,000	2,024,000	3,290,000
North	2,123,000	3,095,000	5,218,000	2,074,000	2,322,000	4,396,000	2,151,000	2,118,000	4,269,000
Sha Tin	2,927,000	3,127,000	6,054,000	2,704,000	3,293,000	5,997,000	2,558,000	3,359,000	5,917,000
Tai Po	1,625,000	1,233,000	2,858,000	1,585,000	1,019,000	2,604,000	1,453,000	1,434,000	2,887,000
Kwai Tsing	3,550,000	4,278,000	7,828,000	3,500,000	3,967,000	7,467,000	3,356,000	3,915,000	7,271,000
Tuen Mun	3,041,000	3,628,000	6,669,000	2,836,000	3,520,000	6,356,000	2,747,000	4,543,000	7,290,000
Tsuen Wan	886,000	450,000	1,336,000	865,000	637,000	1,502,000	880,000	1,257,000	2,137,000
Yuen Long	4,494,000	5,087,000	9,581,000	4,340,000	6,236,000	10,576,000	4,398,000	6,235,000	10,633,000
Total :	35,492,000	39,297,000	74,789,000	34,441,000	39,999,000	74,440,000	33,535,000	41,653,000	75,188,000

**Types of Activities and Number of Participating Students (in terms of man-times)
under the School-based Grant from 2007-08 to 2008-09**

Type of Activities	Number of Participating Students (in terms of man-times)	
	2007-08	2008-09
Tutorial service	51 600	52 600
Learning skill training	26 700	31 800
Languages training	17 800	22 800
Art & culture activities	55 200	35 100
Sports activities	40 900	41 100
Development of self-confidence	57 000	18 200
Social & communication skills training	33 800	15 600
Volunteer service	26 700	17 900
Leadership training	44 500	23 800
Adventure activities	8 900	21 200
Visits & outdoor activities	44 500	94 700
Others	17 800	12 300
Total	425 400	387 100

Remarks: The number of participating students (in terms of man-times) for 2009-10 has yet to be finalised by schools.

**Community-based Projects organised under the Community-based Project Grant
Breakdown by Type & Number of Activities and
Number of Participating Students (in terms of man-times) from 2007-08 to 2009-10**

Type of Activities	2007-08		2008-09		2009-10	
	Number of Activities	Number of Participating Students (in terms of man-times)	Number of Activities	Number of Participating Students (in terms of man-times)	Number of activities	Number of Participating Students (in terms of man-times)
Tutorial service	208	7 340	158	12 700	242	12 250
Learning skill training	113	3 990	82	5 750	76	2 490
Languages training	50	1 780	35	2 320	27	870
Art & culture activities	148	5 220	132	6 530	189	6 140
Sports activities	67	2 380	34	1 090	104	4 060
Development of self-confidence	69	2 420	140	7 780	224	7 620
Social & communication skills training	132	4 670	98	4 340	184	6 790
Volunteer service	81	2 840	84	3 650	130	3 490
Leadership training	32	5 260	53	3 010	123	3 980
Adventure activities	130	4 580	91	6 410	126	4 530
Visits & outdoor activities	161	5 670	121	8 710	246	12 700
Others	12	420	24	580	0	0
Total	1 203	46 570	1 052	62 870	1 671	64 920

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

Reply Serial No.

EDB194

Question Serial No.

2173

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In paragraph 110 of the Budget Speech, it is stated that the Administration will increase funding for the School-based After-school Learning and Support Programmes to \$175 million. Will the Administration inform us of the number of eligible students to benefit from the increased provision and the number of after-school learning activities to be provided to them?

Asked by : Hon. CHEUNG Kwok-che

Reply :

The School-based After-school Learning and Support Programmes is apportioned into the school-based grant and the community-based project grant for schools and non-governmental organisations (NGOs) respectively to apply for funding to organise after-school activities for eligible needy students. It is estimated that about 167 500 eligible students will participate in the school-based after-school activities while about 65 000 will participate in the community-based projects. With reference to the past trend, it is expected that each applicant school would be able to offer about three activities to each participating student under the school-based grant and each successful NGO could organise about two activities for each participating student under the community-based projects. The actual number of activities and the number of participating students (in terms of man-times) under the Programmes will depend on the applications by schools and NGOs.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB195

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

2556

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Would the Administration provide the number of places approved under the school-based after-school learning and support programmes for needy primary and secondary students by the categories of applications (including students on Comprehensive Social Security Assistance (CSSA), students on Student Financial Assistance (SFA) and places approved by schools' discretion)? Has the Administration considered relaxing the eligibility criteria to include families receiving half SFA in the target group? If not, what are the reasons?

Asked by : Hon. CHEUNG Kwok-che

Reply :

The mode of delivery of the School-based After-school Learning and Support Programmes in 2005-06 was in the form of cash grant for schools and non-governmental organisations (NGOs) on application. Since 2006-07, the annual provision of the Programmes has been apportioned into the school-based grant and community-based project grant for schools and NGOs respectively to organise after-school activities for students from families in receipt of the Comprehensive Social Security Assistance (CSSA) or recipients of full grant under the Student Financial Assistance Scheme (SFAS).

For the 167 700 eligible students approved under the school-based grant in 2009-10, about 94 000 (56%) are students from families in receipt of the CSSA and about 73 500 (44%) are recipients of full grant under the SFAS. When recruiting students for the activities funded by the school-based grant, schools have been allowed to offer not more than 10% of the places of each activity organised for needy students not in receipt of CSSA or full grant under the SFAS. To avoid any labeling effect on participating students, schools do not identify them by the categories of CSSA, SFAS and discretionary quota for other needy students. As for the 51 500 eligible students approved under the community-based project grant, about 26 800 (52%) are students from families in receipt of the CSSA and 21 600 (42%) are SFAS full grant recipients. As reported by the NGOs in their evaluation reports on the activities organised, about 3 100 students (6%) are other needy students who have participated in the activities under similar discretionary quota given to NGOs.

Since schools and NGOs may consider admitting students in receipt of half grant under the SFAS into the Programmes with the discretion mentioned above, we have no intention to expand the scope of eligibility for the Programmes so as to focus our support on students most in need of the services.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

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

Reply Serial No.

EDB196

Question Serial No.

2563

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Could the Administration inform the Committee of the number of students with special educational needs (SEN) in each primary and secondary school in the past three years (i.e. from 2007-08 to 2009-10)? What is the amount of support grant per school? How does the Administration ensure that the support grant is spent on support services for SEN students?

Asked by : Hon. CHEUNG Kwok-che

Reply :

Owing to increased awareness among teachers and parents and enhancement of assessment tools and services, there has been an increase in the number of students identified to have special educational needs (SEN) in mainstream primary and secondary schools in the public sector. The numbers of these students in the 2007/08, 2008/09 and 2009/10 school years are 12 960, 17 560 and 21 720 respectively.

In principle, all schools have the legal obligation to provide equal opportunities in the access to education for all students. In practice, all the public sector primary schools and about 97% of the public sector secondary schools have admitted students with SEN in the 2008/09 and 2009/10 school years. As for the 2007/08 school year, the data may not be comprehensive as the information on SEN is captured through a computer system, which was fully developed to cover secondary schools only in mid 2008.

Additional resources provided for schools to cater for students with SEN include Learning Support Grant, Enhanced Speech Therapy Grant, Integrated Education Programme, Intensive Remedial Teaching Programme for primary schools and additional teachers for secondary schools with a large intake of Territory Band 3 and bottom 10% students, etc. Schools are advised to pool together school resources and deploy them holistically and flexibly to render support services to students in accordance with their SEN. Apart from additional resources, we also provide professional support for schools in terms of assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training and teaching resources developed for use of teachers and parents, etc. Each school is provided with additional resources and professional support according to the number of such students admitted and their learning needs. In view of the variety of resources and support services provided for schools, we are not able to provide the amount of

support grant per school.

Schools are in general monitored under the School Development and Accountability Framework and be accountable for their performance. The Education Bureau also supports and monitors schools by conducting regular school visits by our professional staff, annual reviews and organising training and inter-school sharing sessions, etc. to ensure the optimal use of resources to cater for students with SEN.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 17 March 2010

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

Reply Serial No.

EDB197

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

3066

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the Budget 2010-11, the Government has proposed to provide \$500 million to upgrade our biliterate and trilingual proficiency. In this connection, could the Administration give details on how this provision will be used, including the amount to be used to enhance the learning of Chinese by non-Chinese speaking students?

Asked by : Hon. CHEUNG Kwok-che

Reply :

We propose to inject \$500 million into the Language Fund to further upgrade our biliterate and trilingual proficiency. The initial proposals and the preliminary estimated expenditure are as follows:

Measures	Estimated expenditure (\$ million)
(a) Providing additional resources to secondary schools to facilitate their introducing or optimising the school-based measures under the English Enhancement Scheme	320
(b) Creating a facilitating language learning environment for students	50
(c) Enhancing the after-school extended Chinese learning for non-Chinese speaking students	80
(d) Raising workplace language (English and Putonghua) proficiency	30
(e) Strengthening research projects on language education	20
TOTAL	500

The detailed arrangements for the above proposals, including the implementation timetable, the scope of projects, and the exact funding allocation to various projects etc, will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 15 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

EDB198

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

2240

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide by disability type the number of disabled students currently studying in mainstream primary and secondary schools respectively. What is the specific plan for 2010-11 regarding the provision of services and support to cater for their special learning needs? What is the estimated expenditure?

Asked by : Hon. TAM Yiu-chung

Reply :

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools is as follows:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
Primary	7 910	760	1 480	1 490	170	50	340	1 520
Secondary	5 050	710	570	740	190	90	470	180

The Government provides additional resources and professional support for schools to help them cater for students with SEN through the Whole School Approach. The additional resources include Learning Support Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers for schools with a large intake of Territory Band 3 and bottom 10% junior secondary students, etc. Professional support is provided in terms of assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training, school networking for sharing of good practices and teaching resources developed for use of teachers and parents, etc. In the 2010/11 school year, we will continue to expand the school-based educational psychology service to support schools at the system, teacher and student levels, conduct teacher training programmes to enhance teachers' capability of supporting student diversity and collaborate with tertiary institutes and other sectors to further develop teaching resources and intervention strategies. The estimated expenditure on the support measures is about \$937 million for the 2010/11 school year.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 16 March 2010

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

Reply Serial No.

EDB200

Question Serial No.

2242

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What is the number of kindergartens operating with a co-located child care centre in the 2010/11 school year? What is the total amount of subsidies for these co-located child care centres?

Asked by : Hon. TAM Yiu-chung

Reply :

The information for the 2010/11 school year will only be available later this year after the commencement of the new school term. As at March 2010, there are 465 kindergartens operating with a co-located child care centre. The subsidies for the child care centre portions are as follows:

Scheme	Estimates for the 2009/10 school year (\$ million)
Refund of rent, rates and government rent for the child care centre portions:	46
Child Care Centre Subsidy Scheme:	13

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

16 March 2010

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

Reply Serial No.

EDB201

Question Serial No.

2243

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

Programme : (2) Primary Education
(3) Secondary Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

- (a) Please provide the number of non-Chinese speaking (NCS) students and its percentage share among the total number of students by pre-primary education, primary education and secondary education in the 2009/10 school year.
- (b) What is the provision for schools designated for intensive support to cater for the needs of NCS students for the 2010/11 school year? What is the average amount of provision per school? What are the new support measures?

Asked by : Hon. TAM Yiu-chung

Reply :

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students and its percentage share among all students by level in the 2009/10 school year are tabulated below:

Level	No. of NCS students (Notes 1 and 2)	Total no. of students (Note 5)	Percentage of NCS students among all students
Pre-primary (K1 to K3) (Note 3)	10 013	140 502	7.1%
Primary (Primary 1 – 6) (Note 4)	6 480	302 454	2.1%
Secondary (Secondary 1 – 7) (Note 4)	4 406	446 482	1.0%

Notes:

1. Figures refer to the position as at September of 2009.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
5. The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

- (b) In recent years, we have stepped up our focused support to schools with NCS students by increasing the number of designated schools and providing the designated schools with a special grant ranging from \$300,000 to \$600,000 to put in place school-based support measures for their NCS students, with a view to assisting them to serve as anchor point for sharing experience with other schools which have also admitted NCS students. We aim to increase the number of designated schools to 28 by the 2010/11 school year. The estimated expenditure for the provision of special grant for designated schools in the 2010/11 school year is about \$15.6 million with an average of about \$0.56 million per school.

We have also planned to further support the NCS students in the learning of the Chinese language in the form of provision of after-school extended Chinese learning in non-designated schools. The applicant schools will be provided with a cash grant for a period of three years to roll out school-based after-school support services to assist NCS students in learning Chinese, with a view to allowing time for the University of Hong Kong to expand the existing services of their Chinese Language Learning Support Centres to support the NCS students studying in non-designated schools. The detailed arrangements, including the exact funding allocation, the implementation timetable, the scope of projects and the number of participating students, will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research. For planning purpose, we have earmarked \$80 million from the Language Fund for the provision.

Signature	_____
Name in block letters	_____ Raymond H C Wong _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 12 March 2010 _____

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

Reply Serial No.

EDB202

Question Serial No.

2244

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

Programme : (2) Primary Education
(3) Secondary Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

- (a) Regarding the promotion of national education, the Education Bureau will offer opportunities for students to join Mainland exchange programmes, arrange professional development and exchange programmes for teachers, and synergise the efforts with relevant non-governmental organisations through the Passing on the Torch national education activities platform. Please provide the detailed work plan, estimated expenditure and the number of student and teacher participants in the 2010/11 school year.
- (b) Please provide the expenditure involved in promoting national education within and outside the school curriculum of primary and secondary schools in the 2009/10 and 2010/11 school years.

Asked by : Hon. TAM Yiu-chung

Reply :

- (a) The activities for promoting national education would include running professional development programmes for teachers, developing learning and teaching resources and materials, and organising cross-border students' and teachers' interflow and exchange activities.

In the 2010/11, professional development programmes such as "Hong Kong Teachers Mainland Exchange Programme" (根脈相連—香港教師內地交流計畫) and New Senior Secondary (NSS) Enriching Knowledge for the Liberal Studies Curriculum (新高中通識教育科知識增益課程) will be organised. Learning and teaching resources and materials will also be developed for supporting the promotion of national education through Chinese Language Education, Personal, Social & Humanities Education, etc.

Various interflow and exchange activities will be organised which include "Passing on the Torch - National Education Programme Series: National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students" (「薪火相傳」國民教育活動系列「同根同心」—香港初中及高小學生內地交流計畫), "Passing on the Torch: Exploring and Embracing Chinese Culture: National Education Exchange Programme" (「薪火相傳：中華文化探索與承傳」國民教育交流計劃), and "Understanding Our Motherland Programme" (「赤子情中國心」資助計畫).

In the 2010/11, the estimated expenditure involved is \$86.1 million. Detailed breakdown is as follows -

	Estimated expenditure for 2010/11 (\$ million)	Number of student participants for 2010/11	Number of teacher participants for 2010/11
Professional development programmes for teachers	14.7	N.A.	9,342
Learning and teaching resources and materials	3.2	N.A.	N.A.
Cross-border students' and teachers' interflow and exchange activities*	68.2	43,520	1,620
Total:	86.1	43,520	10,962

(*Note: Including sponsoring the exchange programmes and activities organised by the non-governmental organisations under the "Passing on the Torch" platform.)

- (b) The expenditure involved in the promotion of national education within and beyond the school curriculum of primary and secondary schools in the 2009/10 and 2010/11 are \$83 million and \$86.1 million respectively. The expenditure include cost for running professional development programmes for teachers, developing learning and teaching resources and materials, and organising cross-border students' and teachers' interflow and exchange activities.

Detailed breakdown is as follows -

	Estimated expenditure for 2009/10 (\$ million)	Estimated expenditure for 2010/11 (\$ million)
Primary schools	21	27
Secondary schools	62	59.1
Total	83	86.1

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 15 March 2010

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

Reply Serial No.

EDB203

Question Serial No.

2247

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :
700 General Non-recurrent

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question:

Will the Administration inform the Committee of the names, number and percentage of schools which have yet to apply for the establishment of incorporated management committees, with a breakdown by school type and school sponsoring body?

Asked by : Hon. TAM Yiu-chung

Reply :

As at 1 March 2010, 389 aided schools operated by 84 school sponsoring bodies (SSBs) have yet to apply for the establishment of Incorporated Management Committees (IMCs), accounting for about 46% of all aided schools. A list of these schools is at Annex I and a breakdown by SSB and school type is at Annex II.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

List of schools which have yet to apply for the establishment of IMCs

Aided Primary Schools

ABERDEEN ST PETER'S CATHOLIC PRIMARY SCHOOL
APLEICHAU ST. PETER'S CATHOLIC PRIMARY SCHOOL
ASBURY METHODIST PRIMARY SCHOOL
BISHOP FORD MEMORIAL SCHOOL
BISHOP WALSH PRIMARY SCHOOL
BUDDHIST LAU TIN SANG PRIMARY SCHOOL
BUI O PUBLIC SCHOOL
CANOSSA PRIMARY SCHOOL
CANOSSA PRIMARY SCHOOL (SAN PO KONG)
CANOSSA SCHOOL (HONG KONG)
CASTLE PEAK CATHOLIC PRIMARY SCHOOL
CATHOLIC MISSION SCHOOL
CENTRAL & WESTERN DISTRICT ST. ANTHONY'S SCHOOL
CHAI WAN KOK CATHOLIC PRIMARY SCHOOL
CHAI WAN STAR OF THE SEA CATHOLIC PRIMARY SCHOOL
CHAN SUI KI (LA SALLE) PRIMARY SCHOOL
CHEUNG CHAU SACRED HEART SCHOOL
CHINESE METHODIST SCHOOL (NORTH POINT)
CHINESE Y.M.C.A. PRIMARY SCHOOL
CHO YIU CATHOLIC PRIMARY SCHOOL
CHOI WAN ST JOSEPH'S PRIMARY SCHOOL
CHRISTIAN & MISSIONARY ALLIANCE CHUI CHAK LAM MEMORIAL SCHOOL
CHRISTIAN & MISSIONARY ALLIANCE SUN KEI PRIMARY SCHOOL
DIOCESAN PREPARATORY SCHOOL
DR. CATHERINE F. WOO MEMORIAL SCHOOL
FONG SHU FOOK TONG FOUNDATION FONG SHU CHUEN PRIMARY SCHOOL
FR. CUCCHIARA MEMORIAL SCHOOL
GENERAL CHAMBER OF COMMERCE & INDUSTRY OF THE TUNG KUN DISTRICT CHEONG WONG WAI PRIMARY SCHOOL
GOOD COUNSEL CATHOLIC PRIMARY SCHOOL
GRANTHAM COLLEGE OF EDUCATION PAST STUDENTS' ASSOCIATION WHAMPOA PRIMARY SCHOOL
HEEP YUNN PRIMARY SCHOOL
HOLY ANGELS CANOSSIAN SCHOOL
HOLY CARPENTER PRIMARY SCHOOL
HOLY FAMILY CANOSSIAN SCHOOL
HOLY FAMILY CANOSSIAN SCHOOL (KOWLOON TONG)
HOLY FAMILY SCHOOL
IMMACULATE HEART OF MARY SCHOOL
IU SHAN SCHOOL
JORDAN VALLEY ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL
KA LING SCHOOL OF THE PRECIOUS BLOOD

KING LAM CATHOLIC PRIMARY SCHOOL
KOWLOON BAY ST. JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL
KWAI-MING WU MEMORIAL SCHOOL OF THE PRECIOUS BLOOD
LA SALLE PRIMARY SCHOOL
LAICHIKOK CATHOLIC PRIMARY SCHOOL
LAM TIN METHODIST PRIMARY SCHOOL
LEI MUK SHUE CATHOLIC PRIMARY SCHOOL
LING TO CATHOLIC PRIMARY SCHOOL
LOK WAH CATHOLIC PRIMARY SCHOOL
MA ON SHAN LING LIANG PRIMARY SCHOOL
MA ON SHAN METHODIST PRIMARY SCHOOL
MA ON SHAN ST. JOSEPH'S PRIMARY SCHOOL
MARY OF PROVIDENCE PRIMARY SCHOOL
MARYKNOLL CONVENT SCHOOL (PRIMARY SECTION)
MARYKNOLL FATHERS' SCHOOL (PRIMARY SECTION)
MARYMOUNT PRIMARY SCHOOL
MENG TAK CATHOLIC SCHOOL
METHODIST SCHOOL
NG WAH CATHOLIC PRIMARY SCHOOL
NG CLAN'S ASSOCIATION TAI PAK MEMORIAL SCHOOL
NORTH POINT METHODIST PRIMARY SCHOOL
OBLATE PRIMARY SCHOOL
OUR LADY OF CHINA CATHOLIC PRIMARY SCHOOL
PAK TIN CATHOLIC PRIMARY SCHOOL
PENTECOSTAL GIN MAO SHENG PRIMARY SCHOOL
PENTECOSTAL YU LEUNG FAT PRIMARY SCHOOL
PING SHEK ESTATE CATHOLIC PRIMARY SCHOOL
PO LEUNG KUK WONG WING SHU PRIMARY SCHOOL
PO LEUNG KUK CHAN YAT PRIMARY SCHOOL
PO LEUNG KUK CHONG KEE TING PRIMARY SCHOOL
PO LEUNG KUK FONG WONG KAM CHUEN PRIMARY SCHOOL
PO LEUNG KUK LEUNG CHOW SHUN KAM PRIMARY SCHOOL
PO LEUNG KUK MRS. CHAN NAM CHONG MEMORIAL PRIMARY
SCHOOL
PO LEUNG KUK PRIMARY SCHOOL
PO LEUNG KUK SIU HON-SUM PRIMARY SCHOOL
PO LEUNG KUK STANLEY HO SAU NAN PRIMARY SCHOOL
PO LEUNG KUK VICWOOD K.T. CHONG NO.2 PRIMARY SCHOOL
PO ON COMMERCIAL ASSOCIATION WAN HO KAN PRIMARY SCHOOL
PO YAN CATHOLIC PRIMARY SCHOOL
PRECIOUS BLOOD PRIMARY SCHOOL
PRECIOUS BLOOD PRIMARY SCHOOL (WAH FU ESTATE)
PRICE MEMORIAL CATHOLIC PRIMARY SCHOOL
PUI LING SCHOOL OF THE PRECIOUS BLOOD
PUI TAK CANOSSIAN PRIMARY SCHOOL
PUN U ASSOCIATION WAH YAN PRIMARY SCHOOL
S.K.H. CHAI WAN ST. MICHAEL'S PRIMARY SCHOOL
S.K.H. CHI FU CHI NAM PRIMARY SCHOOL

S.K.H. CHING SHAN PRIMARY SCHOOL
S.K.H. CHU OI PRIMARY SCHOOL
S.K.H. CHU OI PRIMARY SCHOOL (LEI MUK SHUE)
S.K.H. CHU YAN PRIMARY SCHOOL
S.K.H. FUNG KEI MILLENNIUM PRIMARY SCHOOL
S.K.H. FUNG KEI PRIMARY SCHOOL
S.K.H. GOOD SHEPHERD PRIMARY SCHOOL
S.K.H. HO CHAK WAN PRIMARY SCHOOL
S.K.H. HOLY SPIRIT PRIMARY SCHOOL (SHATIN)
S.K.H. KA FUK WING CHUN PRIMARY SCHOOL
S.K.H. KAM TIN ST. JOSEPH'S PRIMARY SCHOOL
S.K.H. KEI FOOK PRIMARY SCHOOL
S.K.H. KEI HIN PRIMARY SCHOOL
S.K.H. KEI LOK PRIMARY SCHOOL
S.K.H. KEI OI PRIMARY SCHOOL
S.K.H. KEI SUM PRIMARY SCHOOL
S.K.H. KEI TAK PRIMARY SCHOOL
S.K.H. KEI WING PRIMARY SCHOOL
S.K.H. KEI YAN PRIMARY SCHOOL
S.K.H. KOWLOON BAY KEI LOK PRIMARY SCHOOL
S.K.H. LEE SHIU KEUNG PRIMARY SCHOOL
S.K.H. LING OI PRIMARY SCHOOL
S.K.H. LUI MING CHOI MEMORIAL PRIMARY SCHOOL
S.K.H. MA ON SHAN HOLY SPIRIT PRIMARY SCHOOL
S.K.H. MUNG YAN PRIMARY SCHOOL
S.K.H. ST. ANDREW'S PRIMARY SCHOOL
S.K.H. ST. CLEMENT'S PRIMARY SCHOOL
S.K.H. ST. JAMES' PRIMARY SCHOOL
S.K.H. ST. JOHN'S PRIMARY SCHOOL
S.K.H. ST. MATTHEW'S PRIMARY SCHOOL
S.K.H. ST. MICHAEL'S PRIMARY SCHOOL
S.K.H. ST. PETER'S PRIMARY SCHOOL
S.K.H. ST. THOMAS' PRIMARY SCHOOL
S.K.H. ST. TIMOTHY'S PRIMARY SCHOOL
S.K.H. TAK TIN LEE SHIU KEUNG PRIMARY SCHOOL
S.K.H. TIN SHUI WAI LING OI PRIMARY SCHOOL
S.K.H. TIN WAN CHI NAM PRIMARY SCHOOL
S.K.H. TSEUNG KWAN O KEI TAK PRIMARY SCHOOL
S.K.H. TSING YI CHU YAN PRIMARY SCHOOL
S.K.H. TSING YI ESTATE HO CHAK WAN PRIMARY SCHOOL
S.K.H. WEI LUN PRIMARY SCHOOL
S.K.H. WING CHUN PRIMARY SCHOOL
S.K.H. YAN LAAP MEMORIAL PRIMARY SCHOOL
S.K.H. YAN LAAP PRIMARY SCHOOL
S.K.H. YAT SAU PRIMARY SCHOOL
S.K.H. YAUTONG KEI HIN PRIMARY SCHOOL
S.K.H. YUEN CHEN MAUN CHEN JUBILEE PRIMARY SCHOOL
S.K.H. YUEN CHEN MAUN CHEN PRIMARY SCHOOL

SACRED HEART CANOSSIAN SCHOOL
SACRED HEART OF MARY CATHOLIC PRIMARY SCHOOL
SAI KUNG SUNG TSUN CATHOLIC SCHOOL (PRIMARY SECTION)
SALESIAN SCHOOL
SALESIAN YIP HON MILLENNIUM PRIMARY SCHOOL
SALESIAN YIP HON PRIMARY SCHOOL
SAU MAU PING CATHOLIC PRIMARY SCHOOL
SHA TIN METHODIST PRIMARY SCHOOL
SHAK CHUNG SHAN MEMORIAL CATHOLIC PRIMARY SCHOOL
SHAM TSENG CATHOLIC PRIMARY SCHOOL
SHEK LEI CATHOLIC PRIMARY SCHOOL
SHEK LEI ST. JOHN'S CATHOLIC PRIMARY SCHOOL
SHEK WU HUI PUBLIC SCHOOL
SHENG KUNG HUI ALL SAINTS' PRIMARY SCHOOL
ST ANDREW'S CATHOLIC PRIMARY SCHOOL
ST CHARLES SCHOOL
ST PATRICK'S CATHOLIC PRIMARY SCHOOL (PO KONG VILLAGE ROAD)
ST. ANTHONY'S SCHOOL
ST. ANTONIUS PRIMARY SCHOOL
ST. BONAVENTURE CATHOLIC PRIMARY SCHOOL
ST. EDWARD'S CATHOLIC PRIMARY SCHOOL
ST. EUGENE DE MAZENOD OBLATE PRIMARY SCHOOL
ST. FRANCIS' CANOSSIAN SCHOOL
ST. FRANCIS OF ASSISI'S CARITAS SCHOOL
ST. JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL
ST. JOSEPH'S PRIMARY SCHOOL
ST. MARK'S PRIMARY SCHOOL
ST. MARY'S CANOSSIAN SCHOOL
ST. PATRICK'S SCHOOL
ST. PAUL'S PRIMARY CATHOLIC SCHOOL
ST. PETER'S CATHOLIC PRIMARY SCHOOL
ST. ROSE OF LIMA'S SCHOOL
ST. STEPHEN'S GIRLS' PRIMARY SCHOOL
ST. TERESA'S SCHOOL
SUN FONG CHUNG PRIMARY SCHOOL
SUNG TAK WONG KIN SHEUNG MEMORIAL SCHOOL
TAI KOK TSUI CATHOLIC PRIMARY SCHOOL
TAI KOK TSUI CATHOLIC PRIMARY SCHOOL (HOI FAN ROAD)
TAI PO METHODIST SCHOOL
TAK SUN SCHOOL
THE CHURCH OF CHRIST IN CHINA CHUEN YUEN FIRST PRIMARY SCHOOL
THE CHURCH OF CHRIST IN CHINA CHUEN YUEN SECOND PRIMARY SCHOOL
THE CHURCH OF CHRIST IN CHINA HEEP WOH PRIMARY SCHOOL
THE CHURCH OF CHRIST IN CHINA KEI CHING PRIMARY SCHOOL
THE CHURCH OF CHRIST IN CHINA KEI WAI PRIMARY SCHOOL
THE CHURCH OF CHRIST IN CHINA TAI O PRIMARY SCHOOL

THE ENDEAVOURERS LEUNG LEE SAU YU MEMORIAL PRIMARY SCHOOL
THE LITTLE FLOWER'S CATHOLIC PRIMARY SCHOOL
TIN SHUI WAI CATHOLIC PRIMARY SCHOOL
TIN SHUI WAI METHODIST PRIMARY SCHOOL
TSEUNG KWAN O CATHOLIC PRIMARY SCHOOL
TSEUNG KWAN O METHODIST PRIMARY SCHOOL
TSUEN WAN CATHOLIC PRIMARY SCHOOL
TSUEN WAN LUTHERAN SCHOOL
TSZ WAN SHAN CATHOLIC PRIMARY SCHOOL
TSZ WAN SHAN ST BONAVENTURE CATHOLIC PRIMARY SCHOOL
TUNG KOON DISTRICT SOCIETY FONG SHU CHUEN SCHOOL
WONG TAI SIN CATHOLIC PRIMARY SCHOOL
YAN TAK CATHOLIC PRIMARY SCHOOL
YAUMATI CATHOLIC PRIMARY SCHOOL
YAUMATI CATHOLIC PRIMARY SCHOOL (HOI WANG ROAD)
YAUMATI KAIFONG ASSOCIATION SCHOOL
YUEN LONG MERCHANTS ASSOCIATION PRIMARY SCHOOL

Aided Secondary Schools

ABERDEEN TECHNICAL SCHOOL
BUDDHIST TAI KWONG MIDDLE SCHOOL
CANOSSA COLLEGE
CARITAS CHAI WAN MARDEN FOUNDATION SECONDARY SCHOOL
CARITAS CHAN CHUN HA FIELD STUDIES CENTRE
CARITAS CHONG YUET MING SECONDARY SCHOOL
CARITAS FANLING CHAN CHUN HA SECONDARY SCHOOL
CARITAS MA ON SHAN SECONDARY SCHOOL
CARITAS ST. JOSEPH SECONDARY SCHOOL
CARITAS TUEN MUN MARDEN FOUNDATION SECONDARY SCHOOL
CARITAS WU CHENG-CHUNG SECONDARY SCHOOL
CARITAS YUEN LONG CHAN CHUN HA SECONDARY SCHOOL
CARMEL PAK U SECONDARY SCHOOL
CATHOLIC MING YUEN SECONDARY SCHOOL
CHAN SUI KI (LA SALLE) COLLEGE
CHEUNG SHA WAN CATHOLIC SECONDARY SCHOOL
CHOI HUNG ESTATE CATHOLIC SECONDARY SCHOOL
CHONG GENE HANG COLLEGE
CHRISTIAN & MISSIONARY ALLIANCE SUN KEI SECONDARY SCHOOL
DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC SECONDARY SCHOOL
DE LA SALLE SECONDARY SCHOOL N T
FORTRESS HILL METHODIST SECONDARY SCHOOL
GENERAL CHAMBER OF COMMERCE AND INDUSTRY OF THE TUNG KUN DISTRICT LAU PAK LOK SECONDARY SCHOOL
HEEP YUNN SCHOOL
HOLY CARPENTER SECONDARY SCHOOL

HOLY FAMILY CANOSSIAN COLLEGE
HOLY TRINITY COLLEGE
HONG KONG & KOWLOON CHIU CHOW PUBLIC ASSOCIATION MA
CHUNG SUM SECONDARY SCHOOL
HONG KONG & KOWLOON CHIU CHOW PUBLIC ASSOCIATION
SECONDARY SCHOOL
HONG KONG SHENG KUNG HUI BISHOP HALL SECONDARY SCHOOL
HONG KONG TANG KING PO COLLEGE
HONG KONG TRUE LIGHT COLLEGE
IMMACULATE HEART OF MARY COLLEGE
JOCKEY CLUB TI-I COLLEGE
KING LING COLLEGE
KIT SAM LAM BING YIM SECONDARY SCHOOL
KOWLOON TONG SCHOOL (SECONDARY SECTION)
KOWLOON TRUE LIGHT MIDDLE SCHOOL
KWAI CHUNG METHODIST COLLEGE
KWOK TAK SENG CATHOLIC SECONDARY SCHOOL
KWUN TONG MARYKNOLL COLLEGE
LA SALLE COLLEGE
LAI KING CATHOLIC SECONDARY SCHOOL
LEE KAU YAN MEMORIAL SCHOOL
LEUNG SHEK CHEE COLLEGE
LING LIANG CHURCH M H LAU SECONDARY SCHOOL
LINGNAN DR. CHUNG WING KWONG MEMORIAL SECONDARY
SCHOOL
LINGNAN HANG YEE MEMORIAL SECONDARY SCHOOL
LINGNAN SECONDARY SCHOOL
LIU PO SHAN MEMORIAL COLLEGE
MA ON SHAN ST. JOSEPH'S SECONDARY SCHOOL
MADAM LAU KAM LUNG SECONDARY SCHOOL OF MIU FAT
BUDDHIST MONASTERY
MARYKNOLL CONVENT SCHOOL (SECONDARY SECTION)
MARYKNOLL FATHERS' SCHOOL
MARYMOUNT SECONDARY SCHOOL
METHODIST COLLEGE
MFBM CHAN LUI CHUNG TAK MEMORIAL COLLEGE
NAM WAH CATHOLIC SECONDARY SCHOOL
NEWMAN CATHOLIC COLLEGE
NG WAH CATHOLIC SECONDARY SCHOOL
NING PO COLLEGE
NING PO NO.2 COLLEGE
NOTRE DAME COLLEGE
OUR LADY OF THE ROSARY COLLEGE
OUR LADY'S COLLEGE
PENTECOSTAL LAM HON KWONG SCHOOL
PENTECOSTAL SCHOOL
PO CHIU CATHOLIC SECONDARY SCHOOL
PO LEUNG KUK NO.1 W.H. CHEUNG COLLEGE
PO LEUNG KUK 1983 BOARD OF DIRECTORS' COLLEGE

PO LEUNG KUK 1984 COLLEGE
PO LEUNG KUK C.W. CHU COLLEGE
PO LEUNG KUK CENTENARY LI SHIU CHUNG MEMORIAL COLLEGE
PO LEUNG KUK LEE SHING PIK COLLEGE
PO LEUNG KUK MA KAM MING COLLEGE
PO LEUNG KUK MRS MA KAM MING-CHEUNG FOOK SIEN COLLEGE
PO LEUNG KUK TANG YUK TIEN COLLEGE
PO LEUNG KUK TONG NAI KAN COLLEGE
PO LEUNG KUK VICWOOD K.T. CHONG SIXTH FORM COLLEGE
PO LEUNG KUK WU CHUNG COLLEGE
PO LEUNG KUK YAO LING SUN COLLEGE
PO ON COMMERCIAL ASSOCIATION WONG SIU CHING SECONDARY SCHOOL
POPE PAUL VI COLLEGE
PRECIOUS BLOOD SECONDARY SCHOOL
PUI CHING MIDDLE SCHOOL
PUI SHING CATHOLIC SECONDARY SCHOOL
PUI TAK CANOSSIAN COLLEGE
PUI YING SECONDARY SCHOOL
RAIMONDI COLLEGE
ROSARYHILL SCHOOL
S.K.H. CHAN YOUNG SECONDARY SCHOOL
S.K.H. LAM WOO MEMORIAL SECONDARY SCHOOL
S.K.H. LEUNG KWAI YEE SECONDARY SCHOOL
S.K.H. ST. MARY'S CHURCH MOK HING YIU COLLEGE
S.K.H. ST. SIMON'S LUI MING CHOI SECONDARY SCHOOL
SACRED HEART CANOSSIAN COLLEGE
SAI KUNG SUNG TSUN CATHOLIC SCHOOL (SECONDARY SECTION)
SALESIAN ENGLISH SCHOOL
SALESIANS OF DON BOSCO NG SIU MUI SECONDARY SCHOOL
SHA TIN METHODIST COLLEGE
SHATIN PUI YING COLLEGE
SHEK LEI CATHOLIC SECONDARY SCHOOL
SHENG KUNG HUI BISHOP BAKER SECONDARY SCHOOL
SHENG KUNG HUI BISHOP MOK SAU TSENG SECONDARY SCHOOL
SHENG KUNG HUI HOLY TRINITY CHURCH SECONDARY SCHOOL
SHENG KUNG HUI KEI HAU SECONDARY SCHOOL
SHENG KUNG HUI LAM KAU MOW SECONDARY SCHOOL
SHENG KUNG HUI LI PING SECONDARY SCHOOL
SHENG KUNG HUI LUI MING CHOI SECONDARY SCHOOL
SHENG KUNG HUI ST. BENEDICT'S SCHOOL
SHENG KUNG HUI TANG SHIU KIN SECONDARY SCHOOL
SHENG KUNG HUI TSANG SHIU TIM SECONDARY SCHOOL
SHENG KUNG HUI TSOI KUNG PO SECONDARY SCHOOL
SHUN LEE CATHOLIC SECONDARY SCHOOL
SHUNG TAK CATHOLIC ENGLISH COLLEGE
SING YIN SECONDARY SCHOOL
SKH LI FOOK HING SECONDARY SCHOOL

ST STEPHEN'S GIRLS' COLLEGE
ST. ANTONIUS GIRLS' COLLEGE
ST. BONAVENTURE COLLEGE AND HIGH SCHOOL
ST. CATHARINE'S SCHOOL FOR GIRLS, KWUN TONG
ST. CLARE'S GIRLS' SCHOOL
ST. FRANCIS' CANOSSIAN COLLEGE
ST. FRANCIS OF ASSISI'S COLLEGE
ST. FRANCIS XAVIER'S COLLEGE
ST. FRANCIS XAVIER'S SCHOOL, TSUEN WAN
ST. JOAN OF ARC SECONDARY SCHOOL
ST. JOSEPH'S ANGLO-CHINESE SCHOOL
ST. JOSEPH'S COLLEGE
ST. LOUIS SCHOOL
ST. MARK'S SCHOOL
ST. MARY'S CANOSSIAN COLLEGE
ST. PAUL'S SCHOOL (LAM TIN)
ST. PAUL'S SECONDARY SCHOOL
ST. PETER'S SECONDARY SCHOOL
ST. ROSE OF LIMA'S COLLEGE
ST. STEPHEN'S CHURCH COLLEGE
ST. TERESA SECONDARY SCHOOL
SUNG LAN MIDDLE SCHOOL
TAK NGA SECONDARY SCHOOL
TAK OI SECONDARY SCHOOL
TANG KING PO SCHOOL
THE BISHOP HALL JUBILEE SCHOOL
THE CHURCH OF CHRIST IN CHINA CHUEN YUEN COLLEGE
THE CHURCH OF CHRIST IN CHINA HEEP WOH COLLEGE
THE CHURCH OF CHRIST IN CHINA HOH FUK TONG COLLEGE
THE CHURCH OF CHRIST IN CHINA KEI CHI SECONDARY SCHOOL
THE CHURCH OF CHRIST IN CHINA KEI HEEP SECONDARY SCHOOL
THE CHURCH OF CHRIST IN CHINA KEI LONG COLLEGE
THE CHURCH OF CHRIST IN CHINA KEI SAN SECONDARY SCHOOL
THE CHURCH OF CHRIST IN CHINA KEI YUEN COLLEGE
THE CHURCH OF CHRIST IN CHINA MING KEI COLLEGE
THE CHURCH OF CHRIST IN CHINA MING YIN COLLEGE
THE CHURCH OF CHRIST IN CHINA MONG MAN WAI COLLEGE
THE CHURCH OF CHRIST IN CHINA ROTARY SECONDARY SCHOOL
THE CHURCH OF CHRIST IN CHINA TAM LEE LAI FUN MEMORIAL
SECONDARY SCHOOL
THE METHODIST CHURCH HONG KONG WESLEY COLLEGE
THE METHODIST LEE WAI LEE COLLEGE
THE TRUE LIGHT MIDDLE SCHOOL OF HONG KONG
TIN SHUI WAI METHODIST COLLEGE
TRUE LIGHT GIRLS' COLLEGE
TUEN MUN CATHOLIC SECONDARY SCHOOL
TUNG CHUNG CATHOLIC SCHOOL
VALTORTA COLLEGE

WA YING COLLEGE
WAH YAN COLLEGE, HONG KONG
WAH YAN COLLEGE, KOWLOON
YAN PING INDUSTRIAL & COMMERCIAL ASSOCIATION LEE LIM MING
COLLEGE
YING WA GIRLS' SCHOOL
YU CHUN KEUNG MEMORIAL COLLEGE
YU CHUN KEUNG MEMORIAL COLLEGE NO. 2
YUEN LONG CATHOLIC SECONDARY SCHOOL
YUEN LONG MERCHANTS ASSOCIATION SECONDARY SCHOOL

Aided Special Schools

CARITAS JOCKEY CLUB LOK YAN SCHOOL
CARITAS LOK JUN SCHOOL
CARITAS LOK KAN SCHOOL
CARITAS LOK YI SCHOOL
CARITAS PELLETIER SCHOOL
CARITAS RESURRECTION SCHOOL
CHUN TOK SCHOOL
EBENEZER NEW HOPE SCHOOL
EBENEZER SCHOOL
HAVEN OF HOPE SUNNYSIDE SCHOOL
HONG KONG CHRISTIAN SERVICE PUI OI SCHOOL
MARY ROSE SCHOOL
MARYCOVE SCHOOL
PO LEUNG KUK CENTENARY SCHOOL
PO LEUNG KUK LAW'S FOUNDATION SCHOOL
PO LEUNG KUK MR. & MRS. CHAN PAK KEUNG TSING YI SCHOOL
PO LEUNG KUK YU LEE MO FAN MEMORIAL SCHOOL
THE MENTAL HEALTH ASSOCIATION OF HONG KONG - CORNWALL
SCHOOL

**Breakdown by SSB and school type of the number of schools which
have yet to apply for the establishment of IMCs**

Name of Sponsoring Body	School Type	Not yet apply
ALL SAINTS' CHURCH	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
ANGLICAN (HONG KONG) PRIMARY SCHOOLS COUNCIL LIMITED	Aided Primary	47
	Aided Secondary	0
	Aided Special	0
	Total	47
ANGLICAN (HONG KONG) SECONDARY SCHOOLS COUNCIL LIMITED	Aided Primary	0
	Aided Secondary	23
	Aided Special	0
	Total	23
BUI O PUBLIC SCHOOL MANAGEMENT COMMITTEE	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
CARITAS - HONG KONG	Aided Primary	0
	Aided Secondary	9
	Aided Special	6
	Total	15
CATHOLIC FOREIGN MISSION SOCIETY OF AMERICA, INC	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
CHRIST CHURCH	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	Total	1
CHRISTIAN & MISSIONARY ALLIANCE CHURCH UNION HONG KONG LIMITED	Aided Primary	2
	Aided Secondary	1
	Aided Special	0
	Total	3
CHUN TOK SCHOOL	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	Total	1
CHURCH BODY OF THE HONG KONG SHENG KUNG HUI	Aided Primary	2
	Aided Secondary	1
	Aided Special	0
	Total	3
CHURCH OF THE GOOD SHEPHERD	Aided Primary	1

Name of Sponsoring Body	School Type	Not yet apply
	Aided Secondary	0
	Aided Special	0
	Total	1
DIVINE WORD MISSIONARIES	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
EAST ASIAN EDUCATIONAL ASSOCIATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
EVANGELICAL SCHOOL DEVELOPMENT INCORPORATION LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
FONG SHU FOOK TONG FOUNDATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
GENERAL CHAMBER OF COMMERCE AND INDUSTRY OF THE TUNG KUN DISTRICT	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
GRANTHAM COLLEGE OF EDUCATION PAST STUDENTS' ASSOCIATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
HAVEN OF HOPE CHRISTIAN SERVICE	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	Total	1
HKCLC EDUCATION INSTITUTE COMPANY LIMITED	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
HONG KONG & KOWLOON CHIU CHOW PUBLIC ASSOCIATION	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
HONG KONG & KOWLOON KAIFONG WOMEN'S ASSOCIATION LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
HONG KONG ANGLICAN CHURCH	Aided Primary	1
	Aided Secondary	0

Name of Sponsoring Body	School Type	Not yet apply
	Aided Special	0
	Total	1
HONG KONG CHRISTIAN SERVICE	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	Total	1
HONG KONG PROVINCE FRANCISCAN MISSIONARY SISTERS OF OUR LADY OF SORROWS	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
KING LING FOUNDATION FOR EDUCATION AND CULTURE LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
KOWLOON PENTECOSTAL CHURCH LIMITED	Aided Primary	2
	Aided Secondary	2
	Aided Special	0
	Total	4
KOWLOON TONG SCHOOL	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
LES SOEURS MISSIONNAIRES DE L'IMMACULEE CONCEPTION	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
LINGNAN EDUCATION ORGANIZATION LIMITED	Aided Primary	0
	Aided Secondary	3
	Aided Special	0
	Total	3
LIU PO SHAN EDUCATION FOUNDATION LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
MARYKNOLL CONVENT SCHOOL FOUNDATION LIMITED	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
MISSIONARY SISTERS OF OUR LADY OF THE ANGELS	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
MISSIONARY SISTERS OF THE IMMACULATE (P.I.M.E. SISTERS) HONG KONG	Aided Primary	0
	Aided Secondary	1
	Aided Special	0

Name of Sponsoring Body	School Type	Not yet apply
	Total	1
MIU FAT BUDDHIST MONASTERY	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
NG CLAN'S ASSOCIATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
NING PO RESIDENTS ASSOCIATION (HONG KONG) LIMITED	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
PO LEUNG KUK	Aided Primary	10
	Aided Secondary	13
	Aided Special	4
	Total	27
PO ON COMMERCIAL ASSOCIATION NON-PROFIT MAKING SCHOOLS LIMITED	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
SHEKWU PUBLIC SCHOOL LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
SKH HOLY CARPENTER CHURCH	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
SOCIETY OF ST. FRANCIS DE SALES	Aided Primary	5
	Aided Secondary	6
	Aided Special	0
	Total	11
SUNG LAN MIDDLE SCHOOL	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
TAI KWONG YUEN LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
TAI PO SHUNG TAK SCHOOL LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1

Name of Sponsoring Body	School Type	Not yet apply
TATA BUDDHIST ASSOCIATION, THE	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE BAPTIST CONVENTION OF HONG KONG	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
THE CATHOLIC DIOCESE OF HONG KONG	Aided Primary	53
	Aided Secondary	26
	Aided Special	0
	Total	79
THE CHINESE SISTERS OF THE IMMACULATE CONCEPTION	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
THE CONGREGATION OF THE IMMACULATE HEART OF MARY SCHEUT MISSION HONG KONG LIMITED	Aided Primary	2
	Aided Secondary	2
	Aided Special	0
	Total	4
THE COUNCIL OF HEEP YUNN SCHOOL	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
THE COUNCIL OF LING LIANG WORLD-WIDE EVANGELISTIC MISSION HONG KONG LING LIANG CHURCH	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
THE DIOCESAN PREPARATORY SCHOOL COUNCIL	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE DIRECTOR IN HONG KONG OF ST. JOSEPH'S COLLEGE	Aided Primary	3
	Aided Secondary	5
	Aided Special	0
	Total	8
THE DIRECTORS OF THE CHINESE YOUNG MEN'S CHRISTIAN ASSOCIATION OF HONG KONG	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE EBENEZER SCHOOL AND HOME FOR THE VISUALLY IMPAIRED LIMITED	Aided Primary	0
	Aided Secondary	0
	Aided Special	2
	Total	2
THE ENCOURAGEMENT OF CHARACTER	Aided Primary	1

Name of Sponsoring Body	School Type	Not yet apply
TRAINING FOR THE YOUTHS OF HONG KONG, LIMITED	Aided Secondary	0
	Aided Special	0
	Total	1
THE ENDEAVOURERS, HONG KONG	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE EVANGELICAL LUTHERAN CHURCH OF HONG KONG	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE HONG KONG BUDDHIST ASSOCIATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA	Aided Primary	6
	Aided Secondary	18
	Aided Special	0
	Total	24
THE MENTAL HEALTH ASSOCIATION OF HONG KONG	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	Total	1
THE METHODIST CHURCH, HONG KONG	Aided Primary	10
	Aided Secondary	8
	Aided Special	0
	Total	18
THE MINISTER IN HONG KONG OF THE ORDER OF FRIARS MINOR	Aided Primary	3
	Aided Secondary	2
	Aided Special	0
	Total	5
THE MISSIONARY SISTERS OF THE IMMACULATE HEART OF MARY LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE MOTHER PROVINCIAL OF THE DAUGHTERS OF MARY HELP OF CHRISTIANS (HONG KONG)	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
THE MOTHER SUPERIOR IN HONG KONG OF THE FRANCISCAN MISSIONARIES OF MARY	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
THE MOTHER SUPERIOR OF THE CONGREGATION OF OUR LADY OF CHARITY	Aided Primary	0
	Aided Secondary	0

Name of Sponsoring Body	School Type	Not yet apply
OF THE GOOD SHEPHERD OF ANGERS AT HK	Aided Special	1
	Total	1
THE MOTHER SUPERIOR OF THE SOEURS DE SAINT PAUL DE CHARTRES (HONG KONG)	Aided Primary	1
	Aided Secondary	2
	Aided Special	0
	Total	3
THE MOTHER SUPERIORESS OF THE DAUGHTERS OF CHARITY OF THE CANOSSIAN INSTITUTE (HONG KONG)	Aided Primary	10
	Aided Secondary	6
	Aided Special	0
	Total	16
THE OBLATES OF MARY IMMACULATE HONG KONG	Aided Primary	2
	Aided Secondary	1
	Aided Special	0
	Total	3
THE PROCURATOR IN HONG KONG FOR THE DOMINICAN MISSIONS IN THE FAR EAST	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
THE PROCURATOR IN HONG KONG OF THE ENGLISH ASSISTANCY OF THE JESUIT ORDER	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
THE PUN U DISTRICT ASSOCIATION OF HONG KONG	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE SISTERS ANNOUNCERS OF THE LORD	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
THE SISTERS OF THE IMMACULATE HEART OF MARY	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
THE ST STEPHEN'S GIRLS' COLLEGE COUNCIL	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
THE SUPERIORESS OF THE SISTERS OF THE PRECIOUS BLOOD	Aided Primary	5
	Aided Secondary	2
	Aided Special	0
	Total	7
THE TRUE LIGHT MIDDLE SCHOOL OF HONG KONG	Aided Primary	0
	Aided Secondary	2
	Aided Special	0

Name of Sponsoring Body	School Type	Not yet apply
	Total	2
THE TUNG KOON DISTRICT GENERAL ASSOCIATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
THE VISITOR IN HONG KONG OF THE INSTITUTE OF THE MARIST BROTHERS (THE SCHOOLS)	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
TI-I EDUCATION FOUNDATION LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
YAN PING INDUSTRIAL AND COMMERCIAL ASSOCIATION SCHOOL LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	Total	1
YAUMATI KAI FONG WELFARE ADVANCEMENT ASSOCIATION LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
YUEN LONG MERCHANTS EDUCATION PROMOTION LIMITED	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
Total		389

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

Reply Serial No.

EDB204

Question Serial No.

2248

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 :

Regarding the implementation of the school-based after-school learning and support programmes in the 2010/11 school year, what are the estimated manpower and expenditure involved? Please give a breakdown by primary education, secondary education and special education.

Asked by : Hon. TAM Yiu-chung

Reply :

The administration of the School-based After-school Learning and Support Programmes, including any additional work upon the increase in the annual provision to the Programmes from \$75 million to \$175 million, is undertaken by the Extended Support Programmes Section of the Education Bureau (EDB). The Regional Education Offices of the EDB will continue to assist in implementing the Programmes in individual schools and on a district basis. The relevant manpower resources and expenses are subsumed in the overall expenditure of EDB and a breakdown of expenditure by item is not available. Since the staff of the Section are involved in handling all types of services related to the Programmes, we do not have a breakdown of the staff cost of the Programmes by school type.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 15 March 2010 _____

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

Reply Serial No.

EDB207

Question Serial No.

2293

Head : 156 Government Secretariat:
 Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

As mentioned in paragraph 115 of the 2010 Budget Speech, initiatives including introduction or optimisation of the school-based measures under the English Enhancement Scheme will be implemented to further upgrade biliterate and trilingual proficiency in Hong Kong, with an \$500 million injection to be made to the Language Fund. Please provide details of the various initiatives; the implementation timetable; the number of the extra Native English Teachers needed and the future measures to be taken by the Government to supervise the provision of the initiatives across different schools.

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

We propose to inject \$500 million into the Language Fund to further upgrade our biliterate and trilingual proficiency. The initial proposals and the preliminary estimated expenditure are as follows:

Measures	Estimated expenditure (\$ million)
(a) Providing additional resources to secondary schools to facilitate their introducing or optimising the school-based measures under the English Enhancement Scheme	320
(b) Creating a facilitating language learning environment for students	50
(c) Enhancing the after-school extended Chinese learning for non-Chinese speaking students	80
(d) Raising workplace language (English and Putonghua) proficiency	30
(e) Strengthening research projects on language education	20
TOTAL	500

The detailed arrangements for the above proposals, including the implementation timetable, the scope of projects, and the exact funding allocation to various projects etc, will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research. Hence, the number of teachers required, if any, and the details of the monitoring mechanisms cannot be provided at this stage.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 12 March 2010

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

Reply Serial No.

EDB208

Question Serial No.

2294

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

As mentioned in paragraph 116 of the 2010 Budget Speech, the Financial Secretary proposed the development and use of self-learning platforms on the Internet as part of the measures to encourage employees to raise their standards of English and Putonghua in the workplace. In this connection, will the Government provide details of the operational mode of the development of the self-learning platforms on the Internet, such as the private ventures or public-private partnership? If so, will the Government provide any financial incentives for the future private service providers? Also, will the Government provide any guidelines on the design of self-learning resources of the online platforms for vocational needs?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

One of the proposals covered by the injection of \$500 million into the Language Fund is to encourage employees to raise their standards of English and Putonghua. The use of self-learning platforms on the Internet is only an example of the proposal. The detailed arrangements to encourage employees to raise their standards of English and Putonghua, including the scope of projects, the implementation timetable, and the exact funding allocation etc, will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research. Hence, the operational mode of the proposal, including financial arrangement for private service providers and design of self-learning resources of online platforms cannot be provided at this stage.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB209

Question Serial No.

2295

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

As mentioned in paragraph 64 of the Budget Speech 2010-11, a self-financing tertiary institution will be established at the former Queen Hill's campus which is expected to provide some 8 000 self-financing degree places. The Expression of Interest exercise is expected to be launched by the end of this year. In this connection, will the Government inform the Committee of the expected school year on which the institutions will be in operation and the proportional increase in the number of self-financing degree places the institution may contribute to the total degree places for qualified students who have not been admitted to UGC-funded programmes?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

As mentioned in the Budget Speech 2010-11, an Expression of Interest exercise for the Queen's Hill site will be launched by the end of this year to invite development proposals from institutions and education bodies. As the development schedule of the site will depend on the plans of individual institutions and education bodies, it is pre-mature at this stage to estimate when the institution will be in operation.

At present, there are three self-financing degree-awarding tertiary institutions in Hong Kong, providing some 9 000 places in total. We expect the Queen's Hill site to be able to provide another 8 000 self-financing degree places, representing an increase of almost 90%.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB210

Question Serial No.

2296

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

As mentioned in paragraph 65 of the budget speech, an additional 310 places in higher diploma programmes on testing and certification as well as environmental and related studies in the 2010 academic year will be provided by the Vocational Training Council. In this connection, will the Government inform the Committee of :

- (a) (i) the number of qualified teachers needed;
(ii) whether any teacher training courses will be provided to cater for the growing needs of the extra qualified teachers. If yes, please provide the details in terms of the number and the types of the courses for each programme?
- (b) whether the programmes on testing and certification as well as environmental and related studies are internationally accredited; if yes, of the details; if not, of the reasons?
- (c) the total expense earmarked for the provision of the extra school places.

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

- (a) The Vocational Training Council (VTC) already has a pool of teaching professionals with the necessary expertise and experience in various areas, including testing and certification, environmental and related studies. While existing staff will undertake continuous professional development and training programmes to keep abreast of new developments, it is expected that a small number of additional professional staff will also need to be recruited to teach specific professional modules such as certification for medical devices, green building, eco-product development, etc.. As in the case of all other VTC programmes, industry input will be tapped during the process of course planning, curriculum design and quality assurance to ensure their relevance. Industry representatives will be invited to hold seminars and talks for students, staff and members of the industries on the latest trends and developments in these areas.

- (b) VTC's Higher Diploma (HD) programmes are accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and are widely recognised by the respective industries and government departments. The qualifications are also widely recognized or accredited by local and overseas professional bodies where graduates of HD programmes are normally eligible to apply for associate membership or full membership, and can become professionals in the corresponding fields after acquiring the necessary experience and/or further studies. For example, graduates of HD in Applied and Analytical Chemistry with relevant experience are recognized by the Royal Australian Chemical Institute Incorporated as non-corporate Members and the Royal Society of Chemistry as Associate Members. They can pursue further studies in relevant Assessor or Auditor courses and become Assessor or Auditor of the Hong Kong Laboratory Accreditation Scheme (HOKLAS). Graduates of HD in Food Science and Safety are eligible for Full Membership of the Institute of Food Technology (USA) and Institute of Food Science and Technology (UK).
- (c) About \$16.5 million has been earmarked to cater for these additional 310 places of higher diploma programmes in 2010/11.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 15 March 2010

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

Reply Serial No.

EDB213

Question Serial No.

2302

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under "Matters Requiring Special Attention in 2010-11", the Government will fine-tune the medium of instruction for secondary schools, starting from Secondary 1 and progressing each year to a higher form at junior secondary levels. In this connection, will the Government provide information on the likely changes in the number of Chinese-medium (CMI) and English-medium (EMI) secondary schools that would be affected in the school year 2010/11 as compared to the school year 2009/10, respectively?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

Upon the implementation of the fine-tuned medium of instruction (MOI) arrangements in public-sector secondary schools starting from the 2010/11 school year at Secondary 1 level and progressing each year to a higher form at the junior secondary levels, schools will no longer be classified into schools using Chinese as the MOI (CMI) and using English as the MOI (EMI). Schools' MOI arrangements will become diversified with appropriate teaching strategies devised to address students' needs having regard to the schools' circumstances. Within the same school, the MOI arrangements adopted for each subject may vary between different classes/groups. In this regard, we do not have information on the changes in the number of CMI and EMI schools in the 2010/11 school year.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 10 March 2010 _____

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

Reply Serial No.

EDB214

Question Serial No.

2303

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under "Matters Requiring Special Attention in 2010-11", the Government will provide various professional development programmes for teachers to support the fine-tuning of the medium of instruction arrangements for secondary schools. Will the Government provide details of the programmes? In the light of the Government's aim in strengthening the professional preparation and continuing professional development of schools principals and teachers, how will the programmes be evaluated against the principle of "value-for-money"?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

Various professional development programmes including sharing sessions of good practices at half-yearly intervals, in-service training courses for secondary school non-language teachers workshops, etc. are under planning to support schools and teachers to implement the diversified school-based medium of instruction (MOI) arrangements upon the implementation of MOI fine-tuning starting from the 2010/11 school year. These programmes will spread over a period of six years as from 2009-10 and the total estimated expenditure is about \$590 million. The first sharing session of good practices between schools and teachers was held in November 2009 and another session has been scheduled for April 2010. In-service training courses, aiming at raising the awareness of non-language teachers of the role that language plays in the learning and teaching of the content subjects and equipping them with the knowledge and pedagogy in adapting and developing teaching materials to address different needs of their students, will be rolled out in June 2010.

A large-scale longitudinal study covering about 200 secondary schools is under planning and will be launched in the 2010/11 school year. The study aims at assessing the effectiveness of the diversified fine-tuned MOI arrangements and developing effective teaching resources for supporting schools in teaching non-language subjects in English. For planning purpose, an estimated cost of \$50 million for the study has been earmarked from the Language Fund.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

10 March 2010

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

Reply Serial No.

EDB215

Question Serial No.

2617

Head : 156 Government Secretariat: Subhead : 000 Operational Expenses
Education Bureau

Programme : (2) Primary Education
(3) Secondary Education
(5) Other Educational Services and Subsidies
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In 2010-11, there will be a net decrease of 61 non-directorate posts. What are the justifications for such reduction? What is the actual expenditure involved? Please also provide a breakdown of the 61 posts including their ranks and salaries, and the distribution of these posts according to the programme areas.

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

The net deletion of 61 non-directorate posts in 2010-11 is the net result of the creation of 70 posts and reduction of 131 posts. The 70 additional posts are planned to be created mainly for the purpose of enhancing the provision of services in various areas, including meeting the staffing requirement in government schools, as well as enhancing school-based educational psychology service, anti-drug education and national education. The 131 posts are planned to be reduced mainly due to the replacement of non-graduate by graduate teacher posts in government secondary schools, reduction in teaching posts arising from the drop in the number of operating classes in government schools, and contracting out of janitor services following the departure of Workshop Attendants and Workmen II through natural wastage in government schools. The estimated salary provision for the reduction of posts is around \$13.4 million per annum in terms of notional annual mid-point salary value.

The breakdown of the above posts by programme area, rank and mid-point salary is as follows -

Programme (2) Primary Education

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary</u>
Headmaster / Headmistress I	1	\$62,510

Senior Primary School Master / Mistress	1	\$49,975
Primary School Master / Mistress	12	\$46,230
Assistant Master / Mistress	17	\$36,740

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary</u>
Headmaster / Headmistress II	- 1	\$54,765
Primary School Master / Mistress	- 2	\$46,230
Assistant Primary School Master / Mistress	- 12	\$32,055
Assistant Master / Mistress	- 1	\$36,740
Certificated Master / Mistress	- 18	\$25,320
Workman II	- 11	\$9,785
Subtotal:	- 14	

Programme (3) Secondary Education

<u>Rank</u>	<u>Post to be created</u>	<u>Mid-point Salary</u>
Principal II	4	\$68,015
Education Officer	11	\$54,765

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary</u>
Principal I	- 4	\$81,750
Senior Education Officer	- 1	\$62,510
Education Officer	- 18	\$54,765
Assistant Education Officer	- 27	\$35,095
Principal Assistant Master / Mistress	- 11	\$54,765
Senior Assistant Master / Mistress	- 1	\$46,230
Assistant Master / Mistress	- 2	\$36,740
Certificated Master / Mistress	- 7	\$25,320
Artisan	- 1	\$13,120

Workshop Attendant	- 3	\$10,595
Workman II	- 11	\$9,785
Subtotal:	- 71	

Programme (5) Other Educational Services and Subsidies

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary</u>
Senior Specialist (Education Services)	1	\$81,750
Specialist (Education Services) I	10	\$59,930
Subtotal:	11	

Programme (7) Policy and Support

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary</u>
Senior Education Officer (Administration)	1	\$81,750
Education Officer (Administration)	1	\$59,930
Assistant Education Officer (Administration)	5	\$40,290
Assistant Inspector (Graduate)	4	\$40,290
Assistant Supplies Officer	1	\$24,120
Supplies Supervisor II	1	\$15,785
Subtotal:	13	
Net Total:	- 61	

Signature _____
Name in block letters _____ Raymond H C Wong
Post Title _____ Permanent Secretary for Education
Date _____ 12 March 2010

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

Reply Serial No.

EDB216

Question Serial No.

2627

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

As mentioned in paragraph 116 of the 2010 Budget Speech, new resources will be used to encourage employees to raise their standards of English and Putonghua. Will the Government inform this Council whether employees are eligible to apply for the subsidy under the Continuing Education Fund? If not, will there be any financial assistance for the employees, as well as any targeted promotions to encourage their attendance for the language courses?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

One of the proposals covered by the injection of \$500 million into the Language Fund is to encourage employees to raise their standards of English and Putonghua. Provision of vocational language courses is only an example of the proposals. The detailed arrangements to encourage employees to raise their standards of English and Putonghua, including the scope of projects, the implementation timetable, and the exact funding allocation etc, will be subject to further discussion with relevant stakeholders and deliberation by the Standing Committee on Language Education and Research. Hence, the form of financial assistance to employees, if any, and the arrangements on promotion cannot be provided at this stage.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

12 March 2010

We do not have any plan to extend small class teaching to secondary schools at present. It is worth-noting that the learning and teaching environment in secondary schools, including curriculum planning, provision of support in learning and teaching in the form of additional teachers, etc., is different from that in primary schools. In the 2009/10 school year, the student-to-teacher ratio of public sector secondary schools has been improved to 16.3:1. With a view to help stabilising the development of secondary schools before the conduct of the review of the demand and supply of teachers in the 2011/12 school year, the number of students allocated to each Secondary 1 class will be further reduced to 34 under the Secondary School Places Allocation System in 2010 and 2011. In addition, we have lowered the threshold for approving the operation of Secondary 1 classes to 30 students starting from the 2009/10 school year. To be specific, a school having admitted 61 Secondary 1 students will be allowed to operate 3 Secondary 1 classes. Under such circumstances, these schools are in essence operating in a small class environment with an average of 21 students in each Secondary 1 class. In fact, the Government has put in substantial resources to implement initiatives to enhance the quality of education. For secondary schools, new initiatives include enhancement of English learning, provision of 12-year free education and the implementation of the New Senior Secondary academic structure, etc.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 17 March 2010

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

Reply Serial No.

EDB218

Question Serial No.

2631

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under 'Matters Requiring Special Attention in 2010-11', the Government will "consider the merits and feasibility of providing a new programme based on the Project Yi Jin model as an alternate pathway for students under the new academic structure for senior secondary education." In this connection, will the Government provide details of the new programme (new Yi Jin), including the timetable of the report in the merits and feasibility of the new programme operated on the Project Yi Jin model. Also, will the Government provide details on how the programme will serve as an alternative pathway for senior students under the new academic structure for senior secondary education? Please advise if qualification received after completion of the new Yi Jin Programme would be equivalent to that of the senior secondary education under the new academic structure.

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

The Project Yi Jin (PYJ) programme currently provides an alternative pathway for secondary school leavers and adult learners for further study or employment. At present, satisfactory completion of the PYJ programme will be regarded as comparable to five passes in the Hong Kong Certificate of Education Examination. The new senior academic structure has been implemented since September 2009 and the first student cohort under the new academic structure will complete their senior secondary education and participate in the Hong Kong Diploma in Secondary Education Examination in 2012. We are currently working with the Federation for Continuing Education in Tertiary Institutions (FCE) to consider the merits and feasibility of providing a new programme based on the PYJ model under the new academic structure. The first stage of the study is expected to be completed in the first half of 2010. If the new programme is considered meritorious and feasible, a second stage of the study will be carried out to design the details of the programme which will be put in place from the 2012/13 academic year onwards. This study will include, among other things, designing a new programme based on the PYJ model, the successful completion of which will lead to a qualification comparable to a certain level in the Hong Kong Diploma of Secondary Education under the new academic structure.

Signature _____

Name in block letters _____ Raymond H C Wong _____

Post Title _____ Permanent Secretary for Education _____

Date _____ 16 March 2010 _____

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

Reply Serial No.

EDB219

Question Serial No.

2590

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :
000 Operational Expenses

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the following information:

- a. the number of teachers serving in government and aided secondary schools respectively in Hong Kong;
- b. the emolument expenditure incurred by teachers of government and aided secondary schools respectively in the past three years (i.e. 2007-08 to 2009-10); and
- c. the estimated emolument expenditure to be incurred by teachers of government and aided secondary schools respectively in the 2010/11 school year.

Asked by : Hon. IP Wai-ming

Reply :

- a. In the 2009/10 school year, there are about 1 800 teachers and 22 300 teachers in government and aided secondary schools respectively. The teacher figures cover regular teachers, Native-speaking English Teachers (NETs) and teachers employed by schools using grants disbursed by our Bureau and other sources of funding.
- b. The emolument expenditure directly incurred by our Bureau through the payment of salaries on regular teachers and NETs in government and aided secondary schools respectively in the past three financial years is as follows :

	2007-08 \$ million	2008-09 \$ million	2009-10 \$ million
Government secondary schools	923	942	919
Aided secondary schools	11,160	11,976	11,976
Total	12,083	12,918	12,895

The emolument expenditure on teachers employed by schools using grants disbursed by our Bureau and other sources of funding is not available.

- c. For comparison purpose, the estimated emolument expenditure on regular teachers and NETs in government and aided secondary schools (excluding the emolument expenditure on teachers employed by schools using grants disbursed by our Bureau and other sources of funding) in 2010-11 is also provided on financial year basis, which is \$919 million and \$11,946 million respectively.

Signature _____

Name in block letters Raymond H C Wong

Post Title Permanent Secretary for Education

Date 15 March 2010

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

Reply Serial No.

EDB221

Question Serial No.

2598

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

If the Government implements 15-year free education in Hong Kong, what is the additional expenditure expected to be incurred?

Asked by : Hon. LEUNG Mei-fun, Priscilla

Reply :

At present, the Administration has no plan to provide 15-year free education from pre-primary education onward in Hong Kong. Hence, we have not made any estimate on the additional expenditure expected to be incurred.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 12 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

EDB225

Question Serial No.

2656

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The number of secondary schools under the Direct Subsidy Scheme (DSS) increased only by one in the 2008/09, 2009/10 and 2010/11 school years respectively. What are the reasons? Will the amount of subsidy for DSS secondary schools be reviewed to see if it is enough? If yes, what are the details? If not, what are the reasons?

Asked by : Hon. LAM Tai-fai

Reply :

Introduction of the DSS is to inject diversity into our education system so as to provide parents with more choices. While we do not have any firm target on the number of DSS schools, school sponsoring bodies that share the vision of the DSS and demonstrate readiness, capability and viability to provide quality education under the DSS may apply for joining the Scheme.

By design, the amount of government subsidy received by a DSS secondary school each year is subject to the school's enrolment and the unit subsidy which is calculated in terms of the average unit cost of an aided secondary school place. DSS schools may also collect fees from their students to provide additional facilities and support services for students. We have no plan to change the above basis of calculation of DSS subsidy. All along, DSS schools are expected to make full use of their funding flexibility to meet the educational needs of students and development priorities of the schools.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

17 March 2010

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

Reply Serial No.

EDB226

Question Serial No.

2657

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Government's estimates of expenditure for secondary schools, what are the details of the support for the implementation of the new senior secondary academic structure and the estimated expenditure? What are the details of the support for teacher training on Liberal Studies and the estimated expenditure?

Asked by : Hon. LAM Tai-fai

Reply :

In 2010-11, about 470 new senior secondary (NSS) training programmes with 65 200 training places on school development and curriculum planning, learning and teaching strategies, assessment of students and knowledge enrichment will be provided. Resources and support like learning and teaching materials are also developed. To support schools to better prepare for the implementation of the NSS academic structure and offer a diversified curriculum to students, Senior Secondary Curriculum Support Grant and Diversity Learning Grant are disbursed.

The breakdown of the expenditures on teacher training, resources support and grants to schools for the NSS academic structure in 2010-11 are summarised as follows:

Items	Estimated expenditure (in \$ million)
Teacher training	30.7
Resources and Support	84.5
Grants to schools	334.0
Total	449.2

Regarding the training of teachers in Liberal Studies, the Education Bureau will continue to provide training programmes for teachers in 2010-11 including induction courses for new teachers, assessing student learning (including Independent Enquiry Study), understanding and interpreting the curriculum, learning and teaching strategies and enriching knowledge. About 2 580 training places will be offered from April 2010 to August 2010.

The estimated number of training places to be provided from September 2010 to March 2011 is about 3 600. The number of training places offered will be adjusted based on the result of a training need survey to be conducted in April 2010 to collect further information on training needs of serving teachers as well as new teachers who have not yet received any training in the Liberal Studies curriculum for the 2010/11 school year and beyond.

Therefore, the estimated total number of training places for Liberal Studies to be offered in 2010-11 is about 6 200. The estimated expenditure is about \$ 8 million.

Signature	_____
Name in block letters	Raymond H C Wong
Post Title	Permanent Secretary for Education
Date	12 March 2010

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

Reply Serial No.

EDB227

Question Serial No.

2658

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the estimated expenditure for secondary schools, has the Government earmarked any expenditure for conducting studies on full-scale implementation of small class teaching (SCT)? If yes, what are the details and the estimated expenditure? If not, what are the reasons?

Asked by : Hon. LAM Tai-fai

Reply :

We have not included any provision for conducting a research study on small class teaching in secondary schools in 2010-11. It is worth-noting that the learning and teaching environment in secondary schools, including curriculum planning, provision of support in learning and teaching in the form of additional teachers, etc., is different from that in primary schools. In the 2009/10 school year, the student-to-teacher ratio of public-sector secondary schools has been improved to 16.3:1. With a view to help stabilising the development of secondary schools before the conduct of the review of the demand and supply of teachers in the 2011/12 school year, the number of students allocated to each Secondary 1 class will be further reduced to 34 under the Secondary School Places Allocation System in 2010 and 2011. In addition, we have lowered the threshold for approving the operation of Secondary 1 classes to 30 students starting from the 2009/10 school year. To be specific, a school having admitted 61 Secondary 1 students will be allowed to operate 3 Secondary 1 classes. Under such circumstances, these schools are in essence operating in a small class environment with an average of 21 students in each Secondary 1 class. As such, we do not have any plan to implement small class teaching in secondary schools at present.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 17 March 2010

- (a) Land Grant Scheme – This Scheme provides land at nominal premium to self-financing non-profit-making post-secondary institutions for the construction of purpose-built premises. Since the launch of the Scheme in 2002, six sites have been granted. We have reserved another six sites for interested operators to provide self-financing degree programmes, including the Queen’s Hill site in the New Territories as announced in the 2010-11 Budget;
- (b) Start-up Loan Scheme – This Scheme provides loans to support self-financing post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. The Scheme was launched in 2001 with an initial commitment of \$5 billion. We have recently sought the Finance Committee’s approval to increase the total commitment of the Scheme by \$2 billion; and
- (c) Quality Enhancement Grant Scheme – This Scheme supports projects/initiatives that can improve students’ learning, teaching methods, course quality and career guidance. The Scheme was launched in 2008 with a one-off injection of \$100 million.

The increase in non-local student quota for publicly-funded programmes to 20% will not result in additional recurrent costs for the Government, as the recurrent expenditure incurred in providing the additional student places will be met by institutions from tuition fees received and other income sources. The Immigration Department will continue to deal with the increase in applications for student entry, extension of stay and dependant entry that is likely to result from some of the above measures. The estimated staff cost involved in 2010-11 is about \$2.93 million. As regards the scholarships, the HKSAR Government Scholarship Fund was established with a one-off injection of \$1 billion in 2007-08. The Director of Accounting Services will continue to oversee the investment and accounting matters relating to the Fund in 2010-11. The estimated staff cost involved in 2010-11 is about \$1.52 million.

Signature _____
Name in block letters Raymond H C Wong
Post Title Permanent Secretary for Education
Date 15 March 2010

The above provision includes cost for central administration of about 8%. The other member institutions of Vocational Training Council (VTC) either do not receive Government subventions as they operate self-financed programmes, or receive funding from other sources (e.g. VTC Yeo Chi Man Senior Secondary School is a direct subsidy school, and the Skills Centres are funded by subvention under the Labour and Welfare Bureau, etc.).

- b) The full-time and part-time places of VTC courses in the academic years from 2007/08 to 2009/10 are as follows –

	2007/08 (Enrolment)	2008/09 (Enrolment)	2009/10 (Provisional)*
Full-time	47 971	49 215	49 070
Part-time	32 550	27 309	34 510

* *As some courses adopt staggered intake over the year, the actual enrolment figure is only available at end of the academic year, hence provisional figures are shown here.*

VTC conducts annual employment surveys on the graduates of the full-time courses six months after graduation. Upon completion of their programmes, some VTC students will pursue further studies and some seek employment. The employment rates are defined as the number of economically active graduates (that is, excluding those who are pursuing further studies) who are in employment at the time of survey. The overall employment rate of the cohort of graduates of the 2007/08 academic year is about 86% for the IVE, HKDI, YC and the School of Business Information Systems, 92% for the T&D Centres, HITDC/CCTI and MSTI, and 86% for the School for Higher and Professional Education. The Employment Survey on the 2008/09 cohort of graduates is being processed and relevant data are not yet available.

Employment surveys are not conducted for students of part-time courses who are mostly working adults.

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

Examination of Estimates of Expenditure 2009-10
CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION

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

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under Programme (6) Vocational Education, there are nine disciplines, namely applied science, business, child care and community services, design, engineering, information technology, hotel and tourism. Please inform us of the amount of funding, the number of programmes, the respective numbers of full-time and part-time places on offer and the respective enrolments of full-time and part-time programmes for each of the disciplines in 2009/10.

Asked by : Hon. WONG Kwok-kin

Reply :

The vocational education (VE) programmes offered by the Vocational Training Council are broadly grouped into nine academic disciplines, viz. Applied Science (AS), Business Administration (BA), Child Education and Community Services (CECS), Construction (CN), Design, Printing, Textiles and Clothing (DPTC), Electricity and Electronic Engineering (EE), Hotel Service and Tourism Studies (HoSTS), Information Technology (IT), Mechanical, Manufacturing & Industrial Engineering (MMI). In the 2009/10 academic year, a total of 49 070 full-time places and 34 510 part-time places are offered, among which 32 140 and 4 150 respectively are subvented. The breakdown of the planned places and enrolment by discipline is as follows —

Discipline	Full-Time			Part-Time		
	Number of courses	Planned Places	Enrolment (Provisional)#	Number of courses	Planned Places	Enrolment (Provisional)#
AS	24	2 470	2 483	8	1 050	1 008
BA	84	15 400	16 207	42	7 990	8 239
CECS	4	780	946	6	2 140	2 086
CN	13	1 940	2 217	22	3 980	3 469
DPTC	72	5 920	6 101	16	4 940	4 662
EE	38	4 610	4 493	17	4 540	3 951
HoSTS	62	6 820	4 593	8	3 070	3 044
IT	44	6 550	7 136	10	3 810	3 718
MMI	40	4 580	4 778	20	2 990	2 790
Total	381	49 070	48 954	149	34 510	32 967

Projected figures as some courses adopt staggered intake throughout the year. Actual enrolment figures will be available at end of academic year.

The distribution of subvention among these disciplines in 2009-10 is set out below —

Discipline	Subvention \$ million (Revised Estimate)
AS	118.5
BA	219.0
CECS	41.5
CN	113.0
DPTC	253.0
EE	254.0
HoSTS	266.2
IT	225.0
MMI	256.1
Total	1,746.3

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2009

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

Reply Serial No.

EDB232

Question Serial No.

2937

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

As shown in paragraph 36 under Programme (6) Vocational Education, the numbers of full-time and part-time vocational education student places in the 2009/10 academic year were 49 070 and 34 510 respectively. What was the average monthly expenditure per student? How much of that amount was covered by government subsidy?

Asked by : Hon. WONG Kwok-kin

Reply :

The average unit costs of full-time and part-time places offered by the Vocational Training Course for the 2009/10 academic year are as follows:

	<u>Average Unit cost</u>		<u>% of Gov't Subsidy</u>
	<u>Full-time</u>	<u>Part-time</u>	
	\$	\$	
Subvented	62,800	12,000	70%
Self-financed	34,500	5,200	Nil

Signature _____

Name in block letters _____ Raymond H C Wong

Post Title _____ Permanent Secretary for Education

Date _____ 15 March 2010

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

Reply Serial No.

EDB233

Head : 156 Government Secretariat:
Education Bureau

Subhead (No. & title) :

Question Serial No.

3173

Programme : (2) Primary Education
(3) Secondary Education
(4) Special Education
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

1. As mentioned in paragraph 110 of the Budget Speech, the Administration will extend the School-based After-school Learning and Support Programmes and increase the funding by \$100 million to \$175 million to support needy students after school. Please advise:
2. What is the amount of funding available for 2010-11? What are the operational details and funding criteria in respect of the block grant?
3. What are the detailed criteria for selecting participating non-governmental organisations?
4. Will there be any review and assessment criteria to ensure that the services are up to standard?

Asked by : Hon. TONG Ka-wah, Ronny

Reply :

1. The annual provision of the School-based After-school Learning and Support Programmes (Programme), starting from 2010-11, is \$175 million.
2. The above provision is apportioned into the school-based grant for schools and community-based project grant for non-governmental organisations (NGOs) to organise after-school activities for Primary 1 to Secondary 7 students from families in receipt of the Comprehensive Social Security Assistance or recipients of full grant under the Student Financial Assistance Scheme.

Under the school-based grant, each applicant school in the public sector and under the Direct Subsidy Scheme will be provided with subsidies at a rate of \$400 per eligible student. NGOs applying to organise or collaborate with schools to conduct community-based projects will need to submit proposals to the Education Bureau (EDB) for vetting. The estimated expenditures for school-based grant and community-based project grant in 2010-11 are about \$67 million and \$108 million respectively.

3. A committee, comprising representatives from key stakeholders, vets the proposals from NGOs, in accordance with a set of vetting criteria. The committee will consider, among others, the track record of the applicant NGOs, the objectives of

the proposals particularly in what ways would the project facilitate the whole-person and all-round development of students, how the applicant evaluates the effectiveness of the proposals, etc.

4. For the purpose of monitoring, schools are required to include the Programmes in their School Development Plan, conduct annual review of the effectiveness of the Programmes and report the findings in the School Report. Successful applicant NGOs are required to submit progress reports and a final report including the final accounts and an evaluation on the effectiveness of the projects. The EDB will monitor through supervisory visits to schools and NGOs and collection of feedbacks from stakeholders through surveys.

Signature _____

Name in block letters _____

Raymond H C Wong

Post Title _____

Permanent Secretary for Education

Date _____

15 March 2010

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

Reply Serial No.

EDB234

Question Serial No.

0205

Head : 173 Student Financial Subhead (No. & title) :
Assistance Agency 000 Operational expenses

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

What were the manpower and expenditures involved in recovering repayments under this Programme in the past three school years (i.e. 2007/08 to 2009/10)?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The number of staff and the total expenditure of the Default Unit of the Student Financial Assistance Agency responsible for recovering defaulted loans in the 2007/08 to 2009/10 academic years are as follows:

	Academic Year		
	2007/08	2008/09 [^]	2009/10
Total No. of Staff	24	65	65
Total Expenditure (\$ million)	4.5	10.7	11.8 [#]

[^] Whilst the total number of staff remains the same in 2008/09 and 2009/10 academic years, the total expenditure in 2008/09 academic year is lower than the estimated expenditure for 2009/10 academic year. This is mainly because the total expenditure in 2008/09 academic year reflected the effect of the gradual increase in the number of staff from 24 to 65 as from December 2008, instead of the full-year cost of 65 staff.

Estimated expenditure

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB235

Question Serial No.

0206

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

254	Loans to Students	201	Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts
		202	Non-means-tested loan scheme
		203	Means-tested loan for post-secondary students

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Regarding the various student loan schemes under this Programme, please provide the following information for the 2007/08, 2008/09 and 2009/10 academic years-

1. the number of default cases and the amount involved
2. the percentage of default cases in relation to the number of loan repayment accounts
3. the number of applications for deferred repayment and the amount involved
4. the percentage of applications for deferred repayment in relation to the number of loan repayment accounts
5. the number of bankruptcy applications and the amount involved
6. the percentage of bankruptcy applications in relation to the number of loan repayment accounts
7. the number of write-off cases and the amount involved
8. the percentage of write-off cases in relation to the number of loan repayment accounts

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme (for full-time students who are covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme (for full-time students who are covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students who are not covered under the TSFS and the FASP) (ENLS), the required information for 2007/08 to 2009/10 academic years is provided as follows-

1. The number of default cases and the amount in default:

	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS			
No. of default cases	3 170	3 037	2 874
Amount in default (\$ million)	70.00	67.82	68.75
(B) FASP			
No. of default cases	466	704	763
Amount in default (\$ million)	2.24	4.08	5.09
(C) NLSFT			
No. of default cases	2 130	2 156	2 289
Amount in default (\$ million)	40.50	39.83	41.76
(D) NLSPS			
No. of default cases	1 283	1 656	1 993
Amount in default (\$ million)	31.59	38.89	46.77
(E) ENLS			
No. of default cases	7 577	9 365	10 091
Amount in default (\$ million)	67.24	96.86	112.07

* As at 31 January 2010

2. The percentage of default cases in relation to the number of loan repayment accounts:

	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS			
No. of default cases	3 170	3 037	2 874
No. of loan repayment accounts	52 157	42 362	39 684
Default rate in terms of accounts	6.08%	7.17%	7.24%
(B) FASP			
No. of default cases	466	704	763
No. of loan repayment accounts	7 009	8 232	11 073
Default rate in terms of accounts	6.65%	8.55%	6.89%
(C) NLSFT			
No. of default cases	2 130	2 156	2 289
No. of loan repayment accounts	20 766	21 947	23 257
Default rate in terms of accounts	10.26%	9.82%	9.84%
(D) NLSPS			
No. of default cases	1 283	1 656	1 993
No. of loan repayment accounts	9 449	11 746	15 720
Default rate in terms of accounts	13.58%	14.10%	12.68%
(E) ENLS			
No. of default cases	7 577	9 365	10 091
No. of loan repayment accounts	43 361	51 608	55 721
Default rate in terms of accounts	17.47%	18.15%	18.11%

* As at 31 January 2010

3. The number of applications for deferred repayment:

	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS	2 331	2 662	1 986
(B) FASP	777	669	1 138
(C) NLSFT	572	877	782
(D) NLSPS	1 415	2 157	2 220
(E) ENLS	1 259	2 139	1 656

* As at 31 January 2010

Note: The Student Financial Assistance Agency has not maintained statistics of the amount involved in deferment applications.

4. The percentage of applications for deferred repayment in relation to the number of loan repayment accounts:

	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS			
No. of deferment applications	2 331	2 662	1 986
No. of loan repayment accounts	52 157	42 362	39 684
Percentage of deferment applications in terms of loan repayment accounts §	4.47%	6.28%	5.00%
(B) FASP			
No. of deferment applications	777	669	1 138
No. of loan repayment accounts	7 009	8 232	11 073
Percentage of deferment applications in terms of loan repayment accounts §	11.09%	8.13%	10.28%
(C) NLSFT			
No. of deferment applications	572	877	782
No. of loan repayment accounts	20 766	21 947	23 257
Percentage of deferment applications in terms of loan repayment accounts §	2.75%	4.00%	3.36%
(D) NLSPS			
No. of deferment applications	1 415	2 157	2 220
No. of loan repayment accounts	9 449	11 746	15 720
Percentage of deferment applications in terms of loan repayment accounts §	14.98%	18.36%	14.12%
(E) ENLS			
No. of deferment applications	1 259	2 139	1 656
No. of loan repayment accounts	43 361	51 608	55 721
Percentage of deferment applications in terms of loan repayment accounts §	2.90%	4.14%	2.97%

* As at 31 January 2010

§ Each deferment application may involve more than one loan repayment account. Meanwhile, applicants may apply for deferment of repayment in respect of the same loan repayment account for more than one time in an academic year.

5. The number of bankruptcy applications and the amount involved:

	Academic year		
	2007/08 [^]	2008/09	2009/10*
(A) TSFS			
No. of bankruptcy applications	19	36	8
Amount involved (\$ million)	0.63	0.92	0.33
(B) FASP			
No. of bankruptcy applications	1	17	7
Amount involved (\$ million)	0.06	0.61	0.22
(C) NLSFT			
No. of bankruptcy applications	6	23	5
Amount involved (\$ million)	0.43	0.98	0.24
(D) NLSPS			
No. of bankruptcy applications	4	16	9
Amount involved (\$ million)	0.26	1.93	0.95
(E) ENLS			
No. of bankruptcy applications	108	276	40
Amount involved (\$ million)	3.69	10.61	1.86

* As at 31 January 2010

[^] The figures for 2007/08 academic year have been revised as the Student Financial Assistance Agency received notification of a few bankruptcy applications from the bankrupt or the Official Receiver's Office after March 2009.

6. The percentage of bankruptcy applications in relation to the number of loan repayment accounts:

	Academic year		
	2007/08 [^]	2008/09	2009/10*
(A) TSFS			
No. of bankruptcy applications	19	36	8
No. of loan repayment accounts	52 157	42 362	39 684
Percentage of bankruptcy applications in terms of loan repayment accounts	0.04%	0.08%	0.02%
(B) FASP			
No. of bankruptcy applications	1	17	7
No. of loan repayment accounts	7 009	8 232	11 073
Percentage of bankruptcy applications in terms of loan repayment accounts	0.01%	0.21%	0.06%

	Academic year		
	2007/08 [^]	2008/09	2009/10*
(C) NLSFT			
No. of bankruptcy applications	6	23	5
No. of loan repayment accounts	20 766	21 947	23 257
Percentage of bankruptcy applications in terms of loan repayment accounts	0.03%	0.10%	0.02%
(D) NLSPS			
No. of bankruptcy applications	4	16	9
No. of loan repayment accounts	9 449	11 746	15 720
Percentage of bankruptcy applications in terms of loan repayment accounts	0.04%	0.14%	0.06%
(E) ENLS			
No. of bankruptcy applications	108	276	40
No. of loan repayment accounts	43 361	51 608	55 721
Percentage of bankruptcy applications in terms of loan repayment accounts	0.25%	0.53%	0.07%

* As at 31 January 2010

[^] The figures for 2007/08 academic year have been revised as the Student Financial Assistance Agency received notification of a few bankruptcy applications from the bankrupt or the Official Receiver's Office after March 2009.

7. The number of write-off cases and the amount involved:

	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS			
No. of write-off cases	5	10	7 [#]
Amount involved (\$ million)	0.18	0.34	0.41
(B) FASP			
No. of write-off cases	5	3	1
Amount involved (\$ million)	0.19	0.12	0.03
(C) NLSFT			
No. of write-off cases	3	4	4 [#]
Amount involved (\$ million)	0.12	0.2	0.11

	Academic year		
	2007/08	2008/09	2009/10*
(D) NLSPS			
No. of write-off cases	2	2	0
Amount involved (\$ million)	0.15	0.2	0
(E) ENLS			
No. of write-off cases	10	15	35 [#]
Amount involved (\$ million)	0.31	0.55	1.15

* As at 31 January 2010

All write-off cases were due to the decease of loan borrowers except 3 under TSFS, 1 under NLSFT and 17 under ENLS in the 2009/10 academic year, which were written-off due to bankruptcy of both the loan borrower(s) and indemnifier(s), involving \$0.16 million, \$0.04 million and \$0.52 million respectively.

8. The percentage of write-off cases in relation to the number of loan repayment accounts:

	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS			
No. of write-off cases	5	10	7 [#]
No. of loan repayment accounts	52 157	42 362	39 684
Write-off rate in terms of loan repayment accounts §	0.01%	0.02%	0.02%
(B) FASP			
No. of write-off cases	5	3	1
No. of loan repayment accounts	7 009	8 232	11 073
Write-off rate in terms of loan repayment accounts §	0.07%	0.04%	0.01%
(C) NLSFT			
No. of write-off cases	3	4	4 [#]
No. of loan repayment accounts	20 766	21 947	23 257
Write-off rate in terms of loan repayment accounts §	0.01%	0.02%	0.02%
(D) NLSPS			
No. of write-off cases	2	2	0
No. of loan repayment accounts	9 449	11 746	15 720
Write-off rate in terms of loan repayment accounts §	0.02%	0.02%	0

	Academic year		
	2007/08	2008/09	2009/10*
(E) ENLS			
No. of write-off cases	10	15	35 [#]
No. of loan repayment accounts	43 361	51 608	55 721
Write-off rate in terms of loan repayment accounts §	0.02%	0.03%	0.06%

* As at 31 January 2010

All write-off cases were due to the decease of loan borrowers except 3 under TSFS, 1 under NLSFT and 17 under ENLS in the 2009/10 academic year, which were written-off due to bankruptcy of both the loan borrower(s) and indemnifier(s), involving \$0.16 million, \$0.04 million and \$0.52 million respectively.

§ One write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by the Student Financial Assistance Agency.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB236

Question Serial No.

0207

<u>Head</u> : 173 Student Financial Assistance Agency	<u>Subhead</u> (No. & title) : 228 Student financial assistance
254 Loans to Students	101 Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

In the 2007/08, 2008/09 and 2009/10 academic years, what were the respective number of applicants who were not offered any grants or loans under the Tertiary Student Finance Scheme – Publicly-funded Programmes for having failed the adjusted family income test and the asset test?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) provides means-tested grants and loans to needy students pursuing full-time publicly-funded post-secondary programmes. Applicants are assessed by a two-tier means test to determine their eligibility for and level of financial assistance. The Adjusted Family Income (AFI) formula is used to conduct the first tier of the means test, i.e. income test. Based on the respective AFI groups, applicants may receive different percentages of the maximum assistance amounts. Those applicants who pass the income test would be subject further to an asset test, which is the second tier of the means test. The amount of assistance calculated after the income test may be discounted according to the average net asset value of the applicant's family.

In the 2007/08 to 2009/10 academic years, the number of applicants under TSFS who were not offered any grants or loans owing to failure to pass the income test and failure to pass the asset test are as follows –

	Academic year		
	2007/08	2008/09	2009/10*
No. of applicants	32 413	30 946	31 897
No. of applicants who were not offered grant/loan owing to failure to pass the income test	1 049	1 009	1 000
No. of applicants who were not offered grant/loan owing to failure to pass the asset test	57	58	36

* As at 31 January 2010

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

The estimated expenditure for disbursement of the Scholarship in the 2010/11 academic year is \$4 million. Internal staffing resources will be deployed to administer the new Scholarship scheme.

Signature _____
Name in block letters Ms Nancy SO
Post Title Controller, Student Financial Assistance Agency
Date 16 March 2010

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

Reply Serial No.

EDB238

Question Serial No.

0255

Head : 173 Student Financial
Assistance Agency

Subhead (No. & title) :

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Regarding the Pre-primary Education Voucher Scheme, please provide a breakdown, by reason of rejection, of unsuccessful applications in the 2007/08, 2008/09 and 2009/10 academic years.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

A breakdown of unsuccessful applications for the Pre-primary Education Voucher Scheme, by reason of rejection, in the 2007/08, 2008/09 and 2009/10 school years are as follows:

Reason for rejection	No. of unsuccessful applications		
	2007/08	2008/09	2009/10 (up to 31.1.2010)
Children not yet attaining the age of 2 years and 8 months at the time of application	510	155	112
Children are not Hong Kong residents	36	11	15
Total	546	166	127

Signature _____

Name in block letters _____

Ms Nancy SO

Post Title _____

Controller, Student Financial Assistance Agency

Date _____

16 March 2010

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

Reply Serial No.

EDB239

Question Serial No.

1550

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

In 2010/11, the Government has earmarked \$500 million as the start-up capital for helping students from low-income families with Internet learning. Would the Government advise how the funding will be used and provide a breakdown of each expenditure item? Please provide an estimate of the number of primary and secondary students and the number of families that can benefit from this initiative. Under what circumstances will the Government consider increasing the funding to help students with Internet learning in addition to the \$500 million start-up capital?

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

Of the \$500 million earmarked as the start-up capital for helping students from low-income families with Internet learning, about \$280 million will be allocated for disbursement of subsidies for Internet access charges to needy families in the 2010/11 school year and about \$220 million will be allocated for making preparations for the setting up of a non-profit making organisation to provide economical Internet services and suitable computer hardware and software for educational needs to low-income families in need.

In the 2010/11 school year, we estimate that about 300 000 families involving about 410 000 students receiving education at primary and secondary levels who are in receipt of the Comprehensive Social Security Assistance or eligible for student financial assistance administered by the Student Financial Assistance Agency will be eligible for receiving the subsidy for Internet access charges.

We plan to make the subsidy scheme a recurrent one and would review the subsidy rate regularly with reference to the changes in the market prices of Internet access services and other relevant factors.

We are now working out the detailed arrangements, including the resources and manpower requirements, for implementing the initiative of setting up a non-profit making organisation to provide economical Internet services and suitable computer hardware and software for educational needs. We shall consult the Legislative Council on the detailed arrangements shortly. We envisage that the non-profit making organisation can commence its services in the 2011/12 school year. We would closely monitor the operation of the non-profit making organisation after it has been set up and review the resource requirements as and when appropriate in future.

Signature _____
Name in block letters _____ Ms Nancy SO
Post Title _____ Controller, Student Financial Assistance Agency
Date _____ 16 March 2010

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

Reply Serial No.

EDB241

Question Serial No.

2454

Head : 173 Student Financial Subhead (No. & title) :
Assistance Agency 000 Operational expenses

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please provide details of the consultancy studies on policy making and assessment under all programmes in the following format. Has provision been earmarked for holding consultancy studies in 2010-11? If so, please provide the following details.

Name/ subject of consultancy studies	Expenditure (\$)	Progress of consultancy studies (under planning/in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	For consultancy studies scheduled for completion in the financial year 2010-11, will the results be publicised? If not, what are the reasons?

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The Student Financial Assistance Agency has not earmarked provision to conduct consultancy studies in 2010-11 on policy making and assessment.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB242

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

Question Serial No.

0387

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

What was the number of applications for tuition fee reimbursement by Project Yi Jin students in the school years from 2007/08 to 2009/10, and how much expenses were involved? Among the applications, what were the respective numbers of cases with full and 30% reimbursement of tuition fees?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of applications for tuition fee reimbursement under Project Yi Jin and the amount of fees reimbursed for the 2007/08 to 2009/10 school years are set out below:

	2007/08	2008/09 (as at 28.2.2010)	2009/10*
Number of applications for tuition fee reimbursement	12 528	14 392	19 878
- 100% fee reimbursement	1 872	2 097	3 015
- 30% fee reimbursement	10 656	12 295	16 863
Total amount of fees reimbursed (\$ million)	98.3	115.8	169.5
- 100% fee reimbursement	42.4	50.1	70.2
- 30% fee reimbursement	55.9	65.7	99.3

* Estimated figures; since tuition fees are reimbursed to eligible students upon their completion of the courses, tuition fee reimbursement for the 2009/10 school year will only be made in the 2010/11 school year and the actual figures will only be available by March 2011.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB243

Question Serial No.

0388

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
700 General non-recurrent
Item 920 Financial Assistance Scheme for Designated Evening Adult Education Courses

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please provide a breakdown of the number of places offered by subsidised schools for adults, enrolments and withdrawals as well as the number of successful cases of fee reimbursement by level of classes under the Financial Assistance Scheme for Designated Evening Adult Education Courses in the school years from 2007/08 to 2009/10. What were the respective numbers of cases with full, 50% and 30% reimbursement of tuition fees?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The Financial Assistance Scheme for Designated Evening Adult Education Courses provides fee reimbursement to eligible adult learners attending evening secondary courses operated by an approved operator at designated centres. The respective numbers of student places, enrolment, and students who withdrew from the courses, and the numbers of successful cases of full, 50% and 30% fee reimbursement in the 2007/08 to 2009/10 school years are as follows:

School year	Level of study	Number of student places#	Enrolment	Number of student withdrawals from the courses	Number of successful cases of fee reimbursement			
					Full reimbursement	50% reimbursement	30% reimbursement	Total
2007/08*	Secondary 4	1 200	627	256	43	N.A.	195	238
	Secondary 5		539	119	42	N.A.	226	268
	Secondary 6		0	N.A.	0	N.A.	0	0
	Secondary 7		26	2	6	N.A.	16	22
	Total		1 200	1 192	377	91	N.A.	437
2008/09	Secondary 1	1 500	47	28	4	2	7	13
	Secondary 2		61	32	1	2	4	7
	Secondary 3		248	119	3	6	42	51
	Secondary 4		756	272	49	39	239	327
	Secondary 5		603	117	72	62	212	346
	Secondary 6		63	20	16	16	10	42
	Secondary 7		0	N.A.	0	0	0	0
	Total		1 500	1 778	588	145	127	514

School year	Level of study	Number of student places#	Enrolment	Number of student withdrawals from the courses	Number of successful cases of fee reimbursement			
					Full reimbursement	50% reimbursement	30% reimbursement	Total
2009/10@	Secondary 1	1 500	75	32	Not yet available^			
	Secondary 2		93	39				
	Secondary 3		153	65				
	Secondary 4		330	97				
	Secondary 5		830	179				
	Secondary 6		92	25				
	Secondary 7		47	7				
	Total		1 500	1 620				

These figures are for planning purpose only. There is no ceiling imposed on the number of places offered for each level of study in a school year.

* The extension of the scheme to cover junior secondary levels (Secondary 1 – Secondary 3) and the addition of a 50% fee reimbursement level took effect from the 2008/09 school year.

@The enrolment and withdrawal figures for the 2009/10 school year show the position as at 28.2.2010.

^ Since fees are reimbursed to eligible students upon their completion of the courses, the number of successful cases of fee reimbursement for the 2009/10 school year is not yet available.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB244

Question Serial No.

1077

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

254 Loans to Students 201 Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts

203 Means-tested loan for post-secondary students

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

For each of the 2007/08 to 2009/10 academic years, what is the amount of interest income from low-interest loans?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2007/08 to 2009/10 academic years, the amounts of interest received from loans disbursed under the two means-tested financial assistance schemes for post-secondary students, i.e. the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) are as follows -

Scheme	Academic year		
	2007/08 (\$ million)	2008/09 (\$ million)	2009/10* (\$ million)
TSFS	28.45	28.59	12.66
FASP	4.32	4.68	2.39

* As at 31 January 2010

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB245

Question Serial No.

1078

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

254 Loans to Students 102 Non-means-tested loan scheme
202 Non-means-tested loan scheme

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

In respect of each non-means-tested loan scheme for each of the 2007/08 to 2009/10 academic years:

- (a) What are the respective amounts of interest income related to the no-gain-no-loss interest rate and the risk-adjusted factor (1.5%)?
- (b) What are the respective total amounts of interest paid by borrowers during their study period and on completion/cessation of their studies?
- (c) What are the reasons for some cases turning into bad debts? Please provide a breakdown, by such reasons, of the bad debt cases of each loan scheme;
- (d) Please provide a breakdown of the costs for taking legal actions against the default cases;
- (e) For the 2007/08 to 2009/10 academic years, what are the costs for collecting administrative fees and additional interest and taking legal actions against the default cases respectively?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The Student Financial Assistance Agency (SFAA) now administers three non-means-tested loan schemes to assist different groups of students –

- ◆ 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)
- (a) In the 2007/08 to 2009/10 academic years, the amount of interest received from the no-gain-no-loss (NGNL) interest rate and the 1.5% risk-adjusted factor (RAF) under each of the three non-means-tested loan schemes are as follows:

Loan Scheme	Academic year					
	2007/08		2008/09		2009/10*	
	NGNL	RAF	NGNL	RAF	NGNL	RAF
NLSFT (\$ million)	52.49	18.17	37.32	17.54	13.86	7.66
NLSPS (\$ million)	34.39	12.11	28.10	13.74	11.30	6.53
ENLS (\$ million)	64.59	23.19	52.49	25.97	19.33	11.40

* As at 31 January 2010

Note: The amount of interest received from NGNL interest rate and RAF in an academic year include that demanded and received in the academic year concerned and that received in subsequent years.

- (b) In the 2007/08 to 2009/10 academic years, the amount of study interest and instalment interest (both including the amount of interest from RAF) received under each of the three non-means-tested loan schemes are as follows:

Interest Received (\$ million)	Loan Scheme	Academic year		
		2007/08	2008/09	2009/10*
Study Interest¹ (a)	NLSFT	21.65	20.07	10.43
	NLSPS	12.21	12.43	7.91
	ENLS	22.23	22.55	12.60
Instalment Interest² (b)	NLSFT	49.66	37.07	15.65
	NLSPS	33.71	29.35	14.07
	ENLS	69.74	57.80	27.04
Total Interest (a) + (b)	NLSFT	71.31	57.14	26.08
	NLSPS	45.92	41.78	21.98
	ENLS	91.97	80.35	39.64

* As at 31 January 2010

¹ Study interest is the interest chargeable during the past study period of the loan borrowers repaying their loans during the academic year. As loan borrowers are not required to make repayment during their study period, the interest so accrued will be spread over the instalments in the repayment period upon graduation or termination of study.

² Instalment interest is the interest chargeable in each instalment in the repayment period.

- (c) SFAA classifies cases with two or more consecutive overdue quarterly instalments as default cases. This does not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further studies or serious illness) has been approved.

SFAA does not take into account the applicants or their family members' occupation and salaries or their family background in processing applications for non-means-tested loans. Except for those defaulters who have approached SFAA to restructure their loans or to defer repayment, most defaulters ignore notices of loan repayment and reminders issued by SFAA, and do not approach SFAA to seek assistance. SFAA is therefore often unable to ascertain the reasons of default.

Currently SFAA will make every effort to recover the outstanding loans and will consider writing off the loan under the following circumstances:

- (i) on compassionate ground if the debtor (i.e. the student) has passed away;
- (ii) where all efforts to contact a defaulter and his indemnifier(s) have failed, and the loan proves irrecoverable; and
- (iii) where write-off action is advised by the Department of Justice (DoJ).

In the academic years 2007/08 to 2009/10 (up to 31 January 2010), the Agency has written off a total of 106 default cases involving \$4.06 million. All write-off cases were due to the decease of loan borrowers except 21 cases in the 2009/10 academic year, which were written-off due to bankruptcy of both the loan borrower(s) and indemnifier(s), involving \$0.72 million.

- (d) Legal action on defaulters to recover the loans is instituted by the Department of Justice (DoJ) upon referral by SFAA. In the 2007/08 to 2009/10 academic years, the costs of preparing the referrals by SFAA and the subsequent recovery action on the referred default cases by DoJ are as follows:

	Academic Year		
	2007/08	2008/09	2009/10[#]
Preparation of referrals by SFAA (\$ million)	1.35	3.22	4.11
Subsequent recovery action by DoJ (\$ million)	1.17	1.33	2.15
Total	2.52	4.55	6.26

The increase in the estimated cost of legal action in 2009/10 when compared with 2008/09 is mainly due to the increase in the number of default cases referred to the DoJ by SFAA.

- (e) If borrowers of non-means-tested loans fail to settle their quarterly instalment by the due date, they will be required to settle the overdue instalment and administrative fees plus an overdue interest charged at a rate equal to the average of the best lending rates of the note-issuing banks. In the 2007/08 to 2009/10 academic years, the costs of collecting payment from defaulters and taking legal action against defaulters are as follows:

	Academic year		
	2007/08	2008/09	2009/10*
Collecting payment from defaulters ¹ (\$ million)	N/A	N/A	0.40
Taking legal action against defaulters ² (\$ million) (same as (d) above)	2.52	4.55	6.26
Total	2.52	4.55	6.66

* Estimated expenditure

¹ SFAA has no records on the cost of collecting payment from defaulters before the 2009/10 academic year.

² The increase in the estimated cost of legal action in 2009/10 when compared with 2008/09 is mainly due to the increase in the number of default cases referred to the DoJ by SFAA.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB246

Question Serial No.

1079

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

254	Loans to Students	201	Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts
		202	Non-means-tested loan scheme
		203	Means-tested loan for post-secondary students

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

For the academic years from 2007/08 to 2009/10, please provide a breakdown of cases by repayment amount of each instalment as specified below under various loan schemes together with the percentage against the total number of accounts:

- (a) \$1,001-\$2,000
- (b) \$2,001-\$3,000
- (c) \$3,001-\$4,000
- (d) \$4,001-\$5,000
- (e) \$5,001-\$6,000
- (f) \$6,001-\$7,000
- (g) \$7,001-\$8,000
- (h) \$8,001-\$9,000
- (i) \$9,001-\$10,000
- (j) Over \$10,000

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of repayment accounts by amount of quarterly instalment under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students covered by TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students covered by FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students not covered by TSFS and FASP and pursuing part-time and continuing education courses) (ENLS) in the 2007/08 to 2009/10 academic years are as follows:

Quarterly Instalment Amount	No. of accounts under TSFS ^{Note}					
	2007/08	Percentage against total	2008/09	Percentage against total	2009/10*	Percentage against total
(a) Less than \$1,000	7 447	21.80%	7 606	20.39%	7 558	21.14%
(b) \$1,001 - \$2,000	8 700	25.47%	9 465	25.37%	8 900	24.89%
(c) \$2,001 - \$3,000	4 831	14.14%	5 303	14.21%	5 007	14.00%
(d) \$3,001 - \$4,000	5 782	16.93%	6 440	17.26%	5 985	16.74%
(e) \$4,001 - \$5,000	2 867	8.39%	3 215	8.62%	3 108	8.69%
(f) \$5,001 - \$6,000	3 579	10.48%	4 157	11.14%	4 015	11.23%
(g) \$6,001 - \$7,000	476	1.39%	546	1.46%	590	1.65%
(h) \$7,001 - \$8,000	341	1.00%	417	1.12%	421	1.18%
(i) \$8,001 - \$9,000	100	0.29%	120	0.32%	123	0.34%
(j) \$9,001 - \$10,000	18	0.05%	24	0.06%	32	0.09%
(k) over \$10,000	13	0.04%	14	0.04%	13	0.04%
Total	34 154	100%	37 307	100%	35 752	100%

Quarterly Instalment Amount	No. of accounts under FASP ^{Note}					
	2007/08	Percentage against total	2008/09	Percentage against total	2009/10*	Percentage against total
(a) Less than \$1,000	2 316	54.55%	2 664	56.18%	3 363	52.64%
(b) \$1,001 - \$2,000	1 414	33.30%	1 535	32.37%	2 474	38.72%
(c) \$2,001 - \$3,000	430	10.13%	457	9.64%	466	7.29%
(d) \$3,001 - \$4,000	81	1.91%	81	1.71%	81	1.27%
(e) \$4,001 - \$5,000	5	0.12%	5	0.11%	5	0.08%
(f) \$5,001 - \$6,000	0	0.00%	0	0.00%	0	0.00%
(g) \$6,001 - \$7,000	0	0.00%	0	0.00%	0	0.00%
(h) \$7,001 - \$8,000	0	0.00%	0	0.00%	0	0.00%
(i) \$8,001 - \$9,000	0	0.00%	0	0.00%	0	0.00%
(j) \$9,001 - \$10,000	0	0.00%	0	0.00%	0	0.00%
(k) over \$10,000	0	0.00%	0	0.00%	0	0.00%
Total	4 246	100%	4 742	100%	6 389	100%

Quarterly Instalment Amount	No. of accounts under NLSFT ^{Note}					
	2007/08	Percentage against total	2008/09	Percentage against total	2009/10*	Percentage against total
(a) Less than \$1,000	2 824	20.41%	3 225	20.43%	3 629	20.95%
(b) \$1,001 - \$2,000	5 211	37.66%	5 823	36.89%	5 999	34.63%
(c) \$2,001 - \$3,000	2 893	20.91%	3 331	21.10%	3 774	21.78%
(d) \$3,001 - \$4,000	676	4.89%	764	4.84%	926	5.34%
(e) \$4,001 - \$5,000	1 923	13.90%	2 270	14.38%	2 574	14.86%
(f) \$5,001 - \$6,000	229	1.66%	283	1.79%	338	1.95%
(g) \$6,001 - \$7,000	45	0.33%	43	0.27%	31	0.18%
(h) \$7,001 - \$8,000	33	0.24%	44	0.28%	50	0.29%
(i) \$8,001 - \$9,000	1	0.01%	2	0.01%	3	0.02%
(j) \$9,001 - \$10,000	1	0.01%	0	0.00%	0	0.00%
(k) over \$10,000	0	0.00%	1	0.01%	1	0.01%
Total	13 836	100%	15 786	100%	17 325	100%

Quarterly Instalment Amount	No. of accounts under NLSPS ^{Note}					
	2007/08	Percentage against total	2008/09	Percentage against total	2009/10*	Percentage against total
(a) Less than \$1,000	352	6.54%	482	6.68%	772	7.47%
(b) \$1,001 - \$2,000	1 643	30.52%	2 188	30.34%	3 112	30.09%
(c) \$2,001 - \$3,000	1 701	31.59%	2 302	31.92%	3 215	31.09%
(d) \$3,001 - \$4,000	561	10.42%	744	10.32%	1 075	10.40%
(e) \$4,001 - \$5,000	463	8.60%	604	8.38%	860	8.32%
(f) \$5,001 - \$6,000	373	6.93%	479	6.64%	666	6.44%
(g) \$6,001 - \$7,000	107	1.99%	159	2.20%	240	2.32%
(h) \$7,001 - \$8,000	100	1.86%	140	1.94%	223	2.16%
(i) \$8,001 - \$9,000	35	0.65%	49	0.68%	74	0.72%
(j) \$9,001 - \$10,000	24	0.45%	38	0.53%	63	0.61%
(k) over \$10,000	25	0.46%	26	0.36%	41	0.40%
Total	5 384	100%	7 211	100%	10 341	100%

Quarterly Instalment Amount	No. of accounts under ENLS ^{Note}					
	2007/08	Percentage against total	2008/09	Percentage against total	2009/10*	Percentage against total
(a) Less than \$1,000	20 095	57.14%	23 179	54.79%	24 803	53.77%
(b) \$1,001 - \$2,000	8 344	23.73%	10 589	25.03%	11 966	25.94%
(c) \$2,001 - \$3,000	4 176	11.87%	5 261	12.44%	5 879	12.74%
(d) \$3,001 - \$4,000	1 653	4.70%	2 079	4.91%	2 259	4.90%
(e) \$4,001 - \$5,000	528	1.50%	726	1.72%	730	1.58%
(f) \$5,001 - \$6,000	195	0.55%	240	0.57%	256	0.55%
(g) \$6,001 - \$7,000	98	0.28%	132	0.31%	145	0.31%
(h) \$7,001 - \$8,000	30	0.09%	39	0.09%	31	0.07%
(i) \$8,001 - \$9,000	8	0.02%	11	0.03%	12	0.03%
(j) \$9,001 - \$10,000	6	0.02%	6	0.01%	9	0.02%
(k) over \$10,000	34	0.10%	41	0.10%	42	0.09%
Total	35 167	100%	42 303	100%	46 132	100%

* As at 31 January 2010

Note: Figures may not add up due to rounding. The number of accounts includes only loan accounts under normal repayment schedule. Accounts having deferment and/or loan restructuring record(s) are excluded.

Signature _____

Name in block letters _____

Ms Nancy SO

Post Title _____

Controller, Student Financial Assistance Agency

Date _____

16 March 2010

Scheme	Academic Year		% change
	2009/10 (Revised Estimate)	2010/11 (Estimate)	
(B) Non-means-tested Loan Scheme for full-time students pursuing self-financing locally-accredited post-secondary programmes and covered by the Financial Assistance Scheme for Post-secondary Students (FASP)			
Estimated number of applications	12 529	13 056	+4.2%
(C) Extended Non-means-tested Loan Scheme – for students not covered by TSFS and FASP			
Estimated number of applications	11 913	12 751	+7.0%
Estimated total number of applications	31 639	33 015	+4.3%

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB249

Question Serial No.

1783

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

What is the eligibility criteria for the Scholarship for Prospective English Teachers?
What is the value of award for each qualified candidate and how many awards will be granted each year?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The Scholarship for Prospective English Teachers (the Scholarship) will be implemented from the 2010/11 academic year. Applications for the Scholarship will be open to local and non-local students who have attained the academic qualifications required, such as Grade B or above in Use of English of the Hong Kong Advanced Level Examination or equivalent; and will start to pursue a bachelor degree programme majoring in English or a relevant subject or a Postgraduate Diploma in Education programme majoring in English in a local higher education institution. Around 50 new awards will be distributed each year. Awardees will be selected on the basis of merits. Each local student will be awarded \$50,000 per year and each non-local student \$80,000 per year. The Scholarship is tenable for the normal duration of the study programme pursued subject to the satisfactory performance of the awardee.

Signature _____

Name in block letters _____

Ms Nancy SO

Post Title _____

Controller, Student Financial Assistance Agency

Date _____

16 March 2010

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

Reply Serial No.

EDB250

Question Serial No.

1784

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

254	Loans to Students	101	Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts
		102	Non-means-tested loan scheme
		103	Means-tested loan for post-secondary students

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Between the 2007/08 and 2009/10 academic years, what were the minimum, average, median and maximum loan amounts disbursed under the Financial Assistance Scheme for Post-secondary Students, Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) (formerly known as “Local Student Finance Scheme”) and Non-means-tested Loan Schemes each year?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2007/08 to 2009/10 academic years, the lowest, average, median and highest amounts of loans disbursed under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) (formerly known as “Local Student Finance Scheme”), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students covered by TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students covered by FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students who are not covered by TSFS and FASP) (ENLS) are as follows-

Loan amount disbursed within the year(\$) ⁺	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS (loans are to cover living expenses)			
Lowest	690	710	730
Average	23,632	24,114	25,266
Median	28,000	29,000	30,000
Highest	52,150**	53,500**	55,320**
(B) FASP[#] (loans are to cover living expenses)			
Lowest	N/A	713	737
Average	N/A	24,552	23,985
Median	N/A	29,606	23,601
Highest	N/A	58,270**	55,320**
(C) NLSFT (loans are to cover tuition fees)			
Lowest	3,970	2,230	3,320
Average	34,937	35,541	35,572
Median	42,100	42,100	42,100
Highest	42,100	42,100	42,100
(D) NLSPS (loans are to cover tuition fees, academic expenses and living expenses)			
Lowest	2,000	1,916	1,080
Average	51,809	57,621	55,432
Median	45,702	57,000	50,000
Highest	109,310	145,385	120,080
(E) ENLS (loans are to cover tuition fees)			
Lowest	2,080	1,375	2,200
Average	36,233	36,095	38,838
Median	28,000	29,500	29,800
Highest	348,000	620,000	433,400

+ The figures in the table denote the loan amounts disbursed in the respective academic years. The total loan amount disbursed to a student for taking a course will be the total of loans that may be drawn in more than one academic year.

* As at 31 January 2010

Living expenses loan was provided under FASP starting from the 2008/09 academic year.

** Some applicants, e.g. disabled applicants, might be offered loans at an amount higher than the maximum loan amount of the academic year on a discretionary basis. The loan amount in such cases is capped by 150% of the maximum loan amount of the academic year.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB251

Question Serial No.

1785

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

254	Loans to Students	201	Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts
		203	Means-tested loan for post-secondary students

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Between 2007/08 and 2009/10, how many borrowers were default in repayment, applied for repayment extension and went bankrupt (including self-initiated and forced bankruptcy) under the Financial Assistance Scheme for Post-secondary Students and the Tertiary Student Finance Scheme – Publicly-funded Programmes? What were the amounts involved?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of default cases, deferment applications and bankruptcy cases and the amounts involved under the Tertiary Student Finance Scheme – Publicly-funded Programmes and the Financial Assistance Scheme for Post-secondary Students in the 2007/08 to 2009/10 academic years are as follows:

	Academic year		
	2007/08	2008/09	2009/10*
(A) Tertiary Student Finance Scheme – Publicly-funded Programmes			
(i) No. of default cases	3 170	3 037	2 874
(ii) Amount in default (\$ million)	70.00	67.82	68.75
(iii) No. of deferment applications (Note 1)	2 331	2 662	1 986
(iv) No. of bankruptcy applications (Note 2)	19	36	8
(v) Amount involved in bankruptcy cases (\$ million)	0.63	0.92	0.33
(B) Financial Assistance Scheme for Post-secondary Students			
(i) No. of default cases	466	704	763
(ii) Amount in default (\$ million)	2.24	4.08	5.09
(iii) No. of deferment applications (Note 1)	777	669	1 138
(iv) No. of bankruptcy applications (Note 2)	1	17	7
(v) Amount involved in bankruptcy case(s) (\$ million)	0.06	0.61	0.22

* As at 31 January 2010

Note 1: The Student Financial Assistance Agency has not maintained statistics of the amount involved in deferment applications.

Note 2: The figures for 2007/08 academic year have been revised as the Student Financial Assistance Agency received notification of a few bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2009.

Signature _____

Name in block letters _____

Ms Nancy SO

Post Title _____

Controller, Student Financial Assistance Agency

Date _____

16 March 2010

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

Reply Serial No.

EDB252

Question Serial No.

1786

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

254 Loans to Students 102 Non-means-tested loan scheme
202 Non-means-tested loan scheme

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please list the number of applications, the loans involved and the number of default cases in respect of the following students under the non-means-tested loan schemes covering the academic years from 2007/08 to 2009/10:

- (a) students of the Open University of Hong Kong;
- (b) students of the Hong Kong Shue Yan University;
- (c) students pursuing part-time publicly-funded programmes or self-financing award-bearing or training or development programmes at post-secondary level provided by publicly-funded institutions (including their schools of professional and continuing education);
- (d) students pursuing programmes under Project Yi Jin;
- (e) students pursuing programmes registered and exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493);
- (f) students pursuing post-secondary programmes, adult education programmes and continuing and professional education programmes provided by schools registered under Section 13(a) or exempted from registration under Section 9(1) of the Education Ordinance (Cap. 279);
- (g) students pursuing programmes provided by post-secondary colleges registered under the Post Secondary Colleges Ordinance (Cap. 320);
- (h) students pursuing training or development programmes provided or subsidised by statutory bodies;
- (i) students pursuing continuing professional education programmes provided by other institutions and approved by the Controller of the Student Financial Assistance Agency according to the relevant criteria.

Asked by : Hon. CHEUNG Man-kwong

Reply :

In 2007/08 to 2009/10 academic years, the number of applications approved, the amount of loans approved and the number of default cases for the nine categories of eligible courses/course providers under the Extended Non-means-tested Loan Scheme (covering a wide range of continuing education courses and applicable to students not covered by the Tertiary Student Finance Scheme - Publicly-funded Programmes and Financial Assistance Scheme for Post-secondary Students) are as follows:

	Academic Year		
	2007/08	2008/09	2009/10 (as at 31.1.2010)
(A) Category 1 – Open University of Hong Kong			
Number of applications approved	540	446	407
Amount of loans approved (\$ million)	14.79	9.63	9.10
Number of default cases	615	678	676
(B) Category 2 – Hong Kong Shue Yan University			
Number of applications approved	25	13	8
Amount of loans approved (\$ million)	1.08	0.39	0.21
Number of default cases	42	34	33
(C) Category 3 – Part-time publicly-funded programmes or self-financing, local award-bearing programmes (i.e. programmes of study leading to the award of local academic qualifications) or training or development courses at the post-secondary level offered by publicly-funded institutions (including their Schools of Professional and Continuing Education)			
Number of applications approved	3 168	2 699	2 268
Amount of loans approved (\$ million)	117.69	98.60	101.16
Number of default cases	1 081	1 299	1 359
(D) Category 4 – Project Yi Jin			
Number of applications approved	2 092	2 287	2 927
Amount of loans approved (\$ million)	46.01	49.81	73.28
Number of default cases	1 075	1 318	1 412
(E) Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)			
Number of applications approved	2 848	3 071	2 877
Amount of loans approved (\$ million)	134.89	157.98	156.25
Number of default cases	1 121	1 451	1 661
(F) Category 6 –Post-secondary courses, adult education courses, continuing and professional education courses offered by schools registered under section 13(a) or exempted from registration under section 9(1) of the Education Ordinance (Chapter 279)			
Number of applications approved	2 881	2 059	1 782
Amount of loans approved (\$ million)	110.07	68.59	61.85
Number of default cases	3 338	4 160	4 511

	Academic Year		
	2007/08	2008/09	2009/10 (as at 31.1.2010)
(G) Category 7 – Courses offered by Post Secondary Colleges registered under the Post Secondary Colleges Ordinance (Chapter 320)			
Number of applications approved	42	28	32
Amount of loans approved (\$ million)	1.73	1.10	1.34
Number of default cases	3	5	7
(H) Category 8 – Training or development courses provided or funded by statutory bodies			
Number of applications approved	165	163	124
Amount of loans approved (\$ million)	3.60	3.55	2.72
Number of default cases	233	292	302
(I) Category 9 – Continuing and professional education courses offered by institutions approved by the Controller, Student Financial Assistance Agency			
Number of applications approved	316	363	327
Amount of loans approved (\$ million)	7.73	12.05	11.67
Number of default cases	481	675	724
Total			
Number of applications approved	12 077	11 129	10 752
Amount of loans approved (\$ million)	437.59	401.70	417.58
Number of default cases (Note)	7 577	9 365	10 091

Note: A defaulter may default repayment in respect of more than one loan drawn down for courses from more than one category. The number of default cases is the position as at the end of the academic year concerned.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB253

Question Serial No.

0679

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

In paragraph 112 of the Budget Speech, it is proposed that a full subsidy of \$1,300 (about \$108 per month) for Internet access charges be given in the 2010 school year to primary and secondary school students from family receiving Comprehensive Social Security Assistance or eligible for student financial assistance. In this regard, what measures will the Government take to prevent students from Internet addiction and ensure that they use the Internet appropriately?

Asked by : Hon. CHAN Kin-por

Reply :

The concerns about the possible negative effects of the Internet (e.g. Internet addiction) have to be addressed through the concerted efforts of all parties concerned, including schools, parents, the community and the Government. To facilitate the concerted efforts of all relevant parties, the Government has launched an Internet Education Campaign, led by the Office of the Government Chief Information Officer. The aim of the Campaign is to educate young people on the proper and safe use of the Internet. Apart from helping young people, a Family Support Centre was also set up to provide multi-disciplinary counselling services to parents on handling issues relating to the use of Internet by their children.

Other Government departments, such as the Intellectual Property Department, Information Services Department, Hong Kong Police Force, Television and Entertainment Licensing Authority, as well as other non-governmental organisation also provide relevant information and guidelines for parents on safe use of the Internet. The Education Bureau will, in support of the aforesaid Internet Education Campaign, collaborate with the relevant non-governmental organisation to distribute a resource kit to teachers and school social workers shortly to provide them with information and suggested learning activities to guide students on the proper and safe use of the Internet.

The non-profit making organisation proposed to be set up to provide economical Internet services and computer hardware to low-income families in need will also provide complementary services in this regard, such as parent education and technical support.

Signature _____

Name in block letters Ms Nancy SO

Post Title Controller, Student Financial Assistance Agency

Date 16 March 2010

(b) According to a recent survey, some 8% of families with primary and secondary students in receipt of the Comprehensive Social Security Assistance and assistance under the School Textbook Assistance Scheme administered by the Student Financial Assistance Agency do not have Internet access and computer at home, i.e. around 24 000 families, out of the estimated total number of 300 000 families who would benefit from the subsidy scheme. The non-profit making organisation the Administration plans to set up will provide economical Internet services and complementary services to the low-income families including an affordable loan-to-purchase scheme to acquire computers, training for parents and students, and technical support for eligible families and students, with a view to facilitating these families to purchase affordable and suitable Internet access services and suitable computer hardware and software for educational needs. The Administration would consult the Legislative Council shortly on the detailed arrangements and invite proposals from the community on the establishment of the organisation. It is envisaged that the organisation will commence its services in the 2011/12 school year.

Signature _____
Name in block letters _____ Ms Nancy SO
Post Title _____ Controller, Student Financial Assistance Agency
Date _____ 16 March 2010

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

Reply Serial No.

EDB255

Question Serial No.

0849

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

The Administration is planning to provide economical Internet services and computer hardware to low-income families through a single non-profit making organisation. Please advise:

- (a) the criteria for selecting the organisation;
- (b) the terms of reference of the organisation;
- (c) how the organisation will be monitored.

Asked by : Hon. HO Sau-lan, Cyd

Reply :

- (a) For the establishment of the non-profit making organisation, different sectors of the community will be invited to submit proposals. There will be an open, fair and transparent process to review the proposals received on the basis of a series of criteria, such as:
 - Business skills relevant to operating as a reseller of Internet services, and a provider of computers under a loan-to-purchase scheme;
 - Capability to manage a business start-up;
 - Experience of proper management of substantial amounts of public money;
 - Ability and experience to work with Government departments and community organisations on sale and marketing of the organisation's services to the target group;
 - Ability to work with business sectors and community organisations in distributing computers, providing educational training and technical support to parents and students effectively in different districts throughout the territory; and
 - Ability / experience in handling a large and diverse clientele.

- (b) The non-profit making organisation will be a new entity to be set up for the sole purpose of providing comprehensive assistance to students in need to enjoy more convenient and affordable Internet learning opportunities. It will offer economical Internet service packages for the eligible families to choose from, and provide students of needy families with an affordable loan-to-purchase scheme to acquire suitable computer hardware and software to meet their educational needs. The organisation will also provide complementary services such as educational training and technical support to parents and students. Details of the services to be provided by the organisation will be subject to the proposals received and further agreement between the Government and the organisation on its business plan.
- (c) The Government will enter into a legally binding agreement with the non-profit making organisation on the agreed business plan and service levels. The organisation's compliance with its obligations as set out in the agreement will be closely monitored, through regular reviews on its performance and business plans, as well as appropriate reporting requirements, with a view to ensuring effective achievement of its intended objectives and proper use of public money.

Signature _____
Name in block letters _____ Ms Nancy SO
Post Title _____ Controller, Student Financial Assistance Agency
Date _____ 16 March 2010

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

Reply Serial No.

EDB256

Question Serial No.

0985

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Paragraphs 111 and 112 of the Budget Speech mention that the Government is making preparations for a non-profit making organisation to collaborate with private service providers and community organisations to provide Internet services to primary and secondary school students from low-income families. In this regard, please advise:

- (a) when the above measure will be implemented this year and what resources and staffing are involved;
- (b) regarding the tripartite collaboration between the community, the business sector and the Government, whether the Government has assessed the effectiveness of this mode of partnership; if yes, what are the details, if no, what are the reasons; and
- (c) apart from inviting expressions of interest from interested non-profit making organisations, whether there are any other measures to attract more organisations to take part in the programme; if yes, what are the details and resources involved?

Asked by : Hon. TAM Wai-ho, Samson

Reply :

- (a) The Administration is now working out the detailed arrangements, including the resources and manpower requirements, for implementing the initiative of setting up a non-profit making organisation to provide economical Internet services and suitable computer hardware and software for educational needs. We shall consult the Legislative Council on the detailed arrangements shortly. We envisage that the non-profit making organisation can commence its services in the 2011/12 school year.

- (b) The Government has long been working closely with the business sector and the community through tripartite collaboration to take forward digital inclusion related initiatives such that different sectors of the community can benefit from information and communication technology (ICT) development. This model has proved to be effective in incorporating the strengths of all parties and bringing out the synergy effect. One example is the Digital Solidarity Fund (DSF) established by the Hong Kong Council of Social Service. DSF aims to support community digital inclusion programmes by engaging different stakeholders of society in the design and implementation of digital inclusion strategies for Hong Kong. DSF is jointly sponsored by the Government and the private sector, and is managed by a committee consisting of representatives from the Government, non-government organisations (NGOs) and the private sector. Since its establishment in 2004, DSF has funded 42 digital inclusion projects at a total of about \$7 million. Another more recent example is the Pilot Scheme on District Cyber Centres (DCCs). With Government's sponsorship for a partnership between the ICT industry and NGOs, a DCC Alliance was set up which effectively coordinated the commercial sponsorship and professional support from different sectors of the community in assisting the DCCs operated by different NGOs in various districts across the territory to provide computer facilities, Internet connectivity, training and technical support to different needy groups in the districts. We believe that this tripartite collaboration model will be effective in encouraging the market to provide economical Internet services for students from needy families.
- (c) We shall invite proposals from the community on the setting up of the non-profit-making organisation through press release, email and Government website. We shall also arrange briefings with a view to attracting more interested organisations from different sectors of the community to submit proposals. The whole process will be done in an open, fair and transparent manner.

Signature _____

Name in block letters _____

Ms Nancy SO

Post Title _____

Controller, Student Financial Assistance Agency

Date _____

16 March 2010

- (b) and (c) The concerns about the possible negative effects of the Internet (e.g. Internet addiction) have to be addressed through the concerted efforts of all parties concerned, including schools, parents, the community and the Government. To facilitate the concerted efforts of all relevant parties, the Government has launched an Internet Education Campaign, led by the Office of the Government Chief Information Officer. The aim of the Campaign is to educate young people on the proper and safe use of the Internet. Apart from helping young people, a Family Support Centre was also set up to provide multi-disciplinary counselling services to parents on handling issues relating to the use of Internet by their children.

Other government departments, such as the Intellectual Property Department, Information Services Department, Hong Kong Police, Television and Entertainment Licensing Authority, as well as other non-governmental organisations, also provide relevant information and guidelines for parents on safe use of the Internet. The Education Bureau will, in support of the aforesaid Internet Education Campaign, collaborate with the non-governmental organisation recruited to launch the Campaign to distribute a resource kit to teachers and school social workers shortly to provide them with information and suggested learning activities to guide students on the proper and safe use of the Internet.

The non-profit making organisation proposed to be set up to provide economical Internet services and suitable computer hardware and software for educational needs to low-income families in need will also provide complementary services in this regard, such as parent education and technical support. The relevant expenditure and establishment for parent education will be subject to the proposed business plan of the organisation.

According to a recent survey, 92% of families with primary and secondary students in receipt of Comprehensive Social Security Assistance and assistance under the School Textbook Assistance Scheme administered by the SFAA have internet access at home. We believe that the families receiving the subsidy for Internet access charges will use the subsidy to meet their children's e-learning expenses at home.

Signature _____
Name in block letters _____ Ms Nancy SO
Post Title _____ Controller, Student Financial Assistance Agency
Date _____ 16 March 2010

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

Reply Serial No.

EDB259

Question Serial No.

1242

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

What are the details of the "Scholarship for Prospective English Teachers" scheme and the expenditure involved?

Asked by : Hon. IP LAU Suk-ye, Regina

Reply :

The Scholarship for Prospective English Teachers (Scholarship) is one of a series of measures to enhance the professionalism of English language teachers in Hong Kong. It aims to attract persons proficient in English to pursue relevant local degree programmes and/ or teacher training programmes which will qualify them to become English Language teachers on graduation.

The Scholarship will be implemented from the 2010/11 academic year. Applications will be open to local and non-local students who have attained the academic qualifications required, such as Grade B or above in Use of English of the Hong Kong Advanced Level Examination or equivalent; and will start to pursue a bachelor degree programme majoring in English or a relevant subject or a Postgraduate Diploma in Education programme majoring in English in a local higher education institution in the 2010/11 academic year. Around 50 new awards will be distributed each year. Awardees will be selected on the basis of merits. Each local student will be awarded \$50,000 per year and each non-local student \$80,000 per year. The Scholarship is tenable for the normal duration of the study programme pursued subject to the satisfactory performance of the awardee. An awardee will have to undertake to teach English full-time in primary or secondary day schools in Hong Kong upon graduation for a period of one or three years depending on the type of study programme the awardee has pursued.

The estimated expenditure for disbursement of the Scholarship in the 2010/11 academic year is \$4 million.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

Reply :

The information on procurement of services by the Student Financial Assistance Agency (SFAA) from employment agencies (EAs) is set out below:

		2009-10 (As at 31 January 2010)	2008-09	2007-08
(a) & (e)	Number of EA Contracts			
	Number of EA contracts	5 (+150%)	2 (-50%)	4
(b1) & (e)	Amount of Each EA Contract			
(i)	\$0.7 million or less	1 (+100%)	0 (0%)	0
(ii)	More than \$0.7 million to \$1.43 million	4 (+100%)	2 (-50%)	4
(b2) & (e)	Service Period of Each EA Contract			
(i)	12 months or less	5 (+150%)	2 (-33%)	3
(ii)	More than 12 months to 24 months	0 (0%)	0 (-100%)	1
(c1) & (e)	Number of Workers Supplied by Each EA Contract			
(i)	1 to 10 workers	4 (+300%)	1 (-50%)	2
(ii)	11 to 20 workers	1 (0%)	1 (-50%)	2
(c2) & (e)	Duties of the Workers			
	General office support	32 (+78%)	18 (-49%)	35

Figures in () denote year-on-year changes

Note 1: The above table excludes IT staff employed by the Agency under the term contract centrally administered by the Office of the Government Chief Information Officer.

Note 2: As the number of agency workers varies over time in accordance with changing service needs, information concerning agency workers for 2010-11 is not available at this stage.

(d) The contracts SFAA entered into with EAs specified the service fees charged by the latter for providing agency workers. SFAA normally do not specify the wages of agency workers, except with regard to the wages of non-skilled workers^{Note}. Hence, we are unable to provide the information requested.

Note: As a measure to protect non-skilled workers, the Administration promulgated a mandatory requirement on wage rates for government service contracts in May 2004. Under this requirement, service providers are required to offer monthly wages to non-skilled workers which are no less than the average monthly wages for the relevant industry/occupation as published in the latest Census and Statistics Department's Quarterly Report of Wage and Payroll Statistics at the time when tenders are invited. This requirement applies to service contracts in respect of supply of non-skilled agency workers.

- (f) As at 31 January 2010, the proportion of workers supplied by EAs as compared to the existing number of staff of SFAA was around 3.1%.
- (g) The proportion of expenditure on procuring services of EAs in 2009-10 as compared to the estimated total recurrent expenditure of SFAA under Head 173 is around 0.2%.

Signature _____
Name in block letters Ms Nancy SO
Post Title Controller, Student Financial Assistance Agency
Date 16 March 2010

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

Reply Serial No.

EDB261

Question Serial No.

1321

Head : 173 Student Financial Subhead (No. & title) :
Assistance Agency 000 Operational expenses

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please provide the following information on the employment of temporary staff to provide services:

	2010-11	2009-10	2008-09	2007-08
Breakdown of the number of temporary staff employed	()	()	()	()
Breakdown of posts taken up by temporary staff employed	()	()	()	()
Breakdown of salaries of temporary staff employed	()	()	()	()
Benefits of temporary staff employed	()	()	()	()
Length of employment of temporary staff in years, months and days	()	()	()	()
Percentage of temporary staff employed in the total number of staff in the department	()	()	()	()

Figures in () denote year-on-year changes

Asked by : Hon. WONG Kwok-hing

Reply :

The Student Financial Assistance Agency has not employed any temporary staff in the years concerned.

Signature _____

Name in block letters _____

Ms Nancy SO

Post Title _____

Controller, Student Financial Assistance Agency

Date _____

16 March 2010

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

Reply Serial No.

EDB262

Question Serial No.

1322

Head : 173 Student Financial Subhead (No. & title) :
 Assistance Agency 000 Operational expenses

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please provide the following information on the employment of non-civil service contract (NCSC) staff to provide services:

	2010-11	2009-10	2008-09	2007-08
Breakdown of the number of NCSC staff	()	()	()	()
Breakdown of posts taken up by NCSC staff	()	()	()	()
Breakdown of salaries of NCSC staff	()	()	()	()
Benefits of NCSC staff	()	()	()	()
Length of employment of NCSC staff in years	()	()	()	()
Were there any chances for NCSC staff to covert to civil servants on permanent terms?	()	()	()	()
Number of NCSC staff who had the chances to convert to civil servants on permanent terms but failed to do so	()	()	()	()
Percentage of NCSC staff in the total number of staff in the department	()	()	()	()

Figures in () denote year-on-year changes

Asked by : Hon. WONG Kwok-hing

Reply :

The number of NCSC staff employed by the Student Financial Assistance Agency (SFAA) to provide various services and their employment information are listed as follows-

Number of NCSC staff		2009-10*	2008-09*	2007-08*
		564 (+0.7%)	560 (+12.2%)	499
Posts taken up by NCSC staff	Administration / Executive Support	77 (+2.7%)	75 (+44.2%)	52
	Clerical Support	479 (+0.6%)	476 (+8.4%)	439
	General Support	1 (0%)	1 (0%)	1
	IT Support	7 (-12.5%)	8 (+14.3%)	7
	Total	564 (+0.7%)	560 (+12.2%)	499
Monthly salaries of NCSC staff	\$30,000 or above	5 (0%)	5 (+25.0%)	4
	\$16,000 - \$29,999	102 (+0.9%)	101 (+32.9%)	76
	\$8,000 - \$15,999	456 (+0.7%)	453 (+128.8%)	198
	\$5,000 - \$7,999	1 (0%)	1 (-99.5%)	221
	Total	564 (+0.7%)	560 (+12.2%)	499
Length of employment of NCSC staff in years	Less than 3 years	330 (-17.1%)	398 (+10.6%)	360
	3 years to less than 5 years	129 (+74.3%)	74 (+23.3%)	60
	5 years or more	105 (+19.3%)	88 (+11.4%)	79
	Total	564 (+0.7%)	560 (+12.2%)	499
Percentage of NCSC staff of the total number of staff in SFAA		55.3%	56.7%	54.4%

Figures in () denote year-on-year changes

* Position as at 31 December 2009, 31 December 2008 and 31 December 2007 are provided for 2009-10, 2008-09 and 2007-08 respectively.

We are unable to provide the estimated figures for 2010-11 at this stage.

SFAA provides the NCSC staff with benefits no less favourable than those provided for under the Employment Ordinance (Cap. 57) and no more favourable than those applicable to civil servants of comparable ranks or with comparable levels of responsibilities where they exist, including rest days, statutory holidays, paid annual leave, maternity leave, paid sick leave, long service payment, etc. Employer's contributions to the Mandatory Provident Fund schemes for NCSC staff are also made in accordance with the Mandatory Provident Fund Schemes Ordinance (Cap. 485).

There is no mechanism for NCSC staff to be directly converted to civil servants. The NCSC staff who meet the basic entry requirements are welcome to apply for civil service posts through open recruitment, and compete with other eligible applicants.

Signature _____
Name in block letters _____ Ms Nancy SO
Post Title _____ Controller, Student Financial Assistance Agency
Date _____ 16 March 2010

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

Reply Serial No.

EDB263

Question Serial No.

1323

Head : 173 Student Financial Subhead (No. & title) :
Assistance Agency 000 Operational expenses

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please provide information on outsourced services (including property management, security, cleansing, telecommunications and information technology, statistics, etc., but excluding construction works) in the format set out below:

	2010-11	2009-10	2008-09	2007-08
Contents of outsourced service contracts	()	()	()	()
Number of outsourced service contracts	()	()	()	()
Value of outsourced service contracts	()	()	()	()
Number of workers employed under outsourced service contracts	()	()	()	()
Number of outsourced service contracts that can be replaced by employment of permanent staff by the Government	()	()	()	()

Figures in () denote year-on-year changes

Asked by : Hon. WONG Kwok-hing

Reply :

A total of 39, 34 and 33 outsourcing contracts were awarded in 2007-08, 2008-09 and 2009-10 respectively. We have made provision to award around 20 outsourcing contracts in 2010-11. Details are as follows-

	2010-11		2009-10		2008-09		2007-08	
Content of outsourced service contracts	Office support and administrative services	(Details not yet available)	Office support and administrative services	12 (-20%)	Office support and administrative services	15 (-6%)	Office support and administrative services	16
	Information technology		Information technology	15 (+50%)	Information technology	10 (-17%)	Information technology	12
	Printing		Printing	4 (-43%)	Printing	7 (-13%)	Printing	8
	Training		Training	1 (0%)	Training	1 (-67%)	Training	3
	Cleansing		Cleansing	1 (+100%)	Cleansing	0 (0%)	Cleansing	0
	Survey		Survey	0 (-100%)	Survey	1 (+100%)	Survey	0
Number of outsourced service contracts	around 20 (May be adjusted according to service needs)		33	(-3%)	34	(-13%)	39	
Value of outsourced service contracts	\$8,676,000 (Estimated total value)	(-32%) (estimated)	\$12,750,221	(+156%)	\$4,983,927	(-72%)	\$17,592,122	
Number of workers employed under outsourced service contracts	Not yet available		Number of workers employed in 14 contracts	47 (+135%)	Number of workers employed in 8 contracts	20 (-58%)	Number of workers employed in 10 contracts	48
			(Note: Information on number of workers employed is not specified in the other 19 contracts)		(Note: Information on number of workers employed is not specified in the other 26 contracts)		(Note: Information on number of workers employed is not specified in the other 29 contracts)	
Number of outsourced service contracts that can be replaced by services provided by permanent civil servants	0		0		0		0	

Figures in () denote changes in percentage in comparison with the respective previous year.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB264

Question Serial No.

1623

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Regarding the Examination Fee Remission Scheme under this Programme, why has the number of applications dropped drastically from 11 414 in the academic year of 2009/10 to 3 513 in 2010/11?

Asked by : Hon. LI Fung-ying

Reply :

The Examination Fee Remission (EFR) Scheme provides fee waivers to needy Secondary 5 and Secondary 7 students sitting for the Hong Kong Certificate of Education Examination (HKCEE) and the Hong Kong Advanced Level Examination (HKALE). With the implementation of the new senior secondary academic structure from the 2009/10 school year, the HKCEE will cease to operate in the 2010/11 school year and the first batch of students under the new academic structure will instead take the first Hong Kong Diploma of the Secondary Education Examination in the 2011/12 school year upon completion of the Senior Secondary 3 level. In other words, only the HKALE will operate in the 2010/11 school year, hence EFR will need to cover needy Secondary 7 students sitting for the HKALE only and the number of applications is estimated to drop substantially to 3 513 in the 2010/11 school year.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB265

Question Serial No.

1888

Head : 173 Student Financial Subhead (No. & title) :
Assistance Agency 228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

How many parents with children attending kindergarten-cum-child care centres are eligible for full fee remission in the 2008/09 and 2009/10 school years, following the implementation of the Pre-primary Education Voucher Scheme? Please break down the figures into number of full-grant students attending kindergarten classes and full-grant children attending child care centres.

Asked by : Hon. LEE Wai-king, Starry

Reply :

The numbers of children attending kindergarten classes and child care centres eligible for full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme in the 2008/09 and 2009/10 school years are set out below:

School Year	2008/09	2009/10 (up to February 2010)
No. of Students		
No. of full-grant students attending kindergarten classes	4 928	3 727
No. of full-grant students attending child care centres	702	451
Total	5 630	4 178

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

Signature _____

Name in block letters _____ Ms Nancy SO _____

Post Title _____ Controller, Student Financial Assistance Agency _____

Date _____ 16 March 2010 _____

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

Reply Serial No.

EDB269

Question Serial No.

2096

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

It is mentioned in the Budget Speech that “to offer an affordable option to students receiving the subsidies, we are also making preparations for a non-profit making organisation to collaborate with private service providers and community organisations to provide economical Internet services and computer hardware to low-income families in need.” Will the Administration inform this Committee the specific proposals for encouraging the market to provide economical internet services? Will the Administration require internet service providers to undertake social responsibility and provide services for poor families at lower costs? Or will the Administration consider asking internet service providers to consider offering, at reduced costs, concessionary plans with limited usage including usage hours?

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

The Administration plans to commission a non-profit making organisation which will procure low-cost wholesale broadband Internet access services from commercial Internet Service Providers (ISPs) and re-sell them to eligible low-income families. The organisation will discuss with ISPs and consult industry professionals and educators on how to provide a broadband service product that is adequate to support the learning needs of students and at the same time, enables ISPs to reduce their costs of provision so that the savings can be passed onto clients.

Through carrying out an open and competitive tendering process, carefully defining the service requirements and providing an effective route to reach the low-income market segment, the non-profit making organisation should be able to secure attractive wholesale prices for Internet access and allow the savings to be enjoyed by the eligible families.

The Administration will shortly invite, through an open and competitive process, proposals from the community on the establishment of the non-profit making organisation, and evaluate in detail the proposed services and business plans.

Signature _____
Name in block letters _____ Ms Nancy SO
Post Title _____ Controller, Student Financial Assistance Agency
Date _____ 16 March 2010

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

Reply Serial No.

EDB270

Question Serial No.

2159

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

On the School Textbook Assistance Scheme, please provide the distribution of total annual household incomes of families receiving full-grant and half-grant School Textbook Assistance in the three years between 2007/08 and 2009/10 in all districts in Hong Kong.

Asked by : Hon. CHEUNG Kwok-che

Reply :

In the 2007/08, 2008/09 and 2009/10 school years, the numbers of students receiving full grant and half grant under the School Textbook Assistance Scheme (STAS) are as follows –

School Year	No. of students receiving full grant	No. of students receiving half grant	Total
2007/08	82 502	225 513	308 015
2008/09	80 459	213 578	294 037
2009/10 (as at 9 February 2010)	79 997	197 884	277 881

The Student Financial Assistance Agency has not maintained information on the distribution of total annual household income of families receiving assistance under STAS by district.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB271

Question Serial No.

3065

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

In the 2010-11 Budget, the Government will earmark \$5 billion for the provision of Internet access subsidies to low-income families with primary and secondary school students, and for the establishment of a non-profit making organisation to help provide students with Internet access and computer hardware. Has the Government assessed the number of students to be benefited from the scheme? How many years will the students be granted with Internet access subsidies under the fund? How is payment of subsidies released to the target families? Will there be any restrictions on which Internet service providers that the beneficiary households should subscribe to? How will the Administration help those families without computers?

Asked by : Hon. CHEUNG Kwok-che

Reply :

Subject to funding approval by the Finance Committee, we plan to implement the proposed subsidy scheme for Internet access charges in the 2010/11 school year. We estimated that in the 2010/11 school year, about 300 000 families involving about 410 000 students receiving education at primary and secondary levels who are in receipt of the Comprehensive Social Security Assistance (CSSA) or eligible for student financial assistance administered by the Student Financial Assistance Agency (SFAA) will be eligible for receiving the proposed subsidy. The provision required for disbursement of the subsidy is estimated to be about \$280 million in 2010/11 school year. Families which have children receiving education at primary and secondary levels and can pass the means test for receiving student financial assistance provided by SFAA or that for receiving CSSA will be eligible for receiving the proposed subsidy.

Like CSSA and student financial assistance payments, subsidies for internet access charges will be directly credited to the bank account of the eligible families through autopay. As the proposed subsidy seeks to reduce the financial burden of needy families in supporting their children's e-learning needs, we would not impose any restriction on the Internet Service Provider to be used by families receiving the subsidy when the subsidy is introduced. The proposed subsidy will be disbursed on a recurrent basis but the subsidy rate will be regularly reviewed with reference to the changes in the market prices of Internet access and other relevant factors.

Apart from providing a subsidy for Internet access charges to the above low-income families, the Administration also plans to commission a non-profit making organisation to provide complementary services for Internet learning, including economical Internet services, an affordable loan-to-purchase scheme to acquire suitable computer hardware and software for educational needs, training to parents and students, and technical support, to all eligible families and students. The Administration would consult the Legislative Council shortly on the detailed arrangements, and invite proposals from the community on the establishment of the organisation. It is envisaged that the organisation will commence its services in the 2011/12 school year.

Signature _____
Name in block letters _____ Ms Nancy SO
Post Title _____ Controller, Student Financial Assistance Agency
Date _____ 16 March 2010

	Academic year		
	2007/08	2008/09	2009/10*
No. of applicants	32 413	30 946	31 897
No. of applicants who were not offered grant/loan owing to failure to pass the income test	1 049	1 009	1 000
No. of applicants who were not offered grant/loan owing to failure to pass the asset test	57	58	36

* As at 31 January 2010

Signature _____

Name in block letters Ms Nancy SO

Post Title Controller, Student Financial Assistance Agency

Date 16 March 2010

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

Reply Serial No.

EDB273

Question Serial No.

2250

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :

- | | | | |
|-----|-------------------|-----|--|
| 254 | Loans to Students | 201 | Students of the universities, the Hong Kong Institute of Vocational Education, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts |
| | | 202 | Non-means-tested loan scheme |
| | | 203 | Means-tested loan for post-secondary students |

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please provide the numbers of defaulters, applications for deferred repayment and bankruptcy applications (including self-petitioned bankruptcy and bankruptcy petition initiated by the Administration) and the amounts involved under the various Schemes for the three academic years of 2007/08, 2008/09 and 2009/10.

Asked by : Hon. TAM Yiu-chung

Reply :

The requested information concerning the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for students covered by TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students covered by FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students who are not covered by TSFS and FASP) (ENLS) in the 2007/08 to 2009/10 academic years is as follows:

1. Number of default cases and the amount in default:

	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS			
No. of default cases	3 170	3 037	2 874
Amount in default (\$ million)	70.00	67.82	68.75
(B) FASP			
No. of default cases	466	704	763
Amount in default (\$ million)	2.24	4.08	5.09
(C) NLSFT			
No. of default cases	2 130	2 156	2 289
Amount in default (\$ million)	40.50	39.83	41.76
(D) NLSPS			
No. of default cases	1 283	1 656	1 993
Amount in default (\$ million)	31.59	38.89	46.77
(E) ENLS			
No. of default cases	7 577	9 365	10 091
Amount in default (\$ million)	67.24	96.86	112.07

* As at 31 January 2010

2. Number of applications for deferred repayment:

	Academic year		
	2007/08	2008/09	2009/10*
(A) TSFS	2 331	2 662	1 986
(B) FASP	777	669	1 138
(C) NLSFT	572	877	782
(D) NLSPS	1 415	2 157	2 220
(E) ENLS	1 259	2 139	1 656

* As at 31 January 2010

Note: The Student Financial Assistance Agency has not maintained statistics of the amount involved in deferment applications.

3. Number of bankruptcy applications and the amount involved:

	Academic year		
	2007/08 [^]	2008/09	2009/10*
(A) TSFS			
No. of bankruptcy applications	19	36	8
Amount involved (\$ million)	0.63	0.92	0.33
(B) FASP			
No. of bankruptcy applications	1	17	7
Amount involved (\$ million)	0.06	0.61	0.22
(C) NLSFT			
No. of bankruptcy applications	6	23	5
Amount involved (\$ million)	0.43	0.98	0.24
(D) NLSPS			
No. of bankruptcy applications	4	16	9
Amount involved (\$ million)	0.26	1.93	0.95
(E) ENLS			
No. of bankruptcy applications	108	276	40
Amount involved (\$ million)	3.69	10.61	1.86

* As at 31 January 2010

[^] The figures for 2007/08 academic year have been revised as the Student Financial Assistance Agency received notification of a few bankruptcy applications from the bankrupt or the Official Receiver's Office after March 2009.

Signature _____
 Name in block letters _____ Ms Nancy SO
 Post Title _____ Controller, Student Financial Assistance Agency
 Date _____ 16 March 2010

SFAA will then match the AFI value of the family with the AFI Ready Reckoner to determine the level of assistance. The AFI Ready Reckoner applicable to means-tested financial assistance schemes administered by SFAA for primary and secondary students in the 2009/10 school year is as follows -

AFI Value	Level of Assistance
0 – 20,882	Full
20,883 – 55,767	Half
> 55,767	Not eligible to receive financial assistance

Those families assessed to be eligible for full level of assistance after the means test will receive a subsidy of \$1,300 per year for Internet access charges, and those assessed to be eligible for half level of assistance will receive \$650 per year.

Families receiving Comprehensive Social Security Assistance (CSSA) and with child/children receiving education at primary or secondary level and eligible for receiving the flat-rate grant for school-related expenses under the CSSA Scheme will each receive the full level of subsidy of \$1,300 per year for Internet access charges.

In the 2010/11 school year, it is estimated that about 300 000 families will be eligible to receive subsidies for Internet access charges, including about 220 000 families assessed to be eligible for receiving financial assistance from SFAA and about 75 000 CSSA families. Of these 300 000 families, it is estimated that about 135 000 families (including all eligible CSSA families) will receive full-grant of \$1,300 per year and about 165 000 families will receive half-grant of \$650 per year.

Signature _____
 Name in block letters Ms Nancy SO
 Post Title Controller, Student Financial Assistance Agency
 Date 16 March 2010

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

Reply Serial No.

EDB275

Question Serial No.

2289

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

As mentioned in paragraph 112 of the 2010-11 Budget Speech, the Financial Secretary proposed that preparations for a non-profit making organisation to collaborate with private service providers and community organisations will be made to provide economical Internet services and computer hardware to low-income families in need. In this connection, will the Government inform this Committee of:

- (a) the potential mode of collaboration among the non-profit making organisations, private service providers and community organisations?
- (b) the details of the selection progress of the non-profit making organisations besides the established mechanism?
- (c) whether the provision of Internet services would be subject to any reviews with the concern of affordability of the low-income families in need. If yes, what would be the time-table and the frequency for the reviews that will be launched? If not, of the reasons?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

- (a) It is envisaged that the non-profit making organisation will procure from commercial Internet Service Providers low-cost wholesale packages of Internet access services at an appropriate service level adequate to support the learning needs of students, and re-sell them to eligible families. The organisation will also collaborate with the relevant business sectors to provide eligible students with an affordable loan-to-purchase scheme to acquire suitable computer hardware and software to meet their learning needs, as well as educational training and technical support for these students and their parents. The exact mode of collaboration will be subject to the proposed business plan of the organisation.

(b) The Administration will shortly invite through an open and competitive process proposals from the community on the establishment of the non-profit making organisation. Proposals will be reviewed and selected through an open, fair and transparent process on the basis of a series of criteria, such as:

- Business skills relevant to operating as a reseller of Internet services, and a provider of computers under a loan-to-purchase scheme;
- Capability to manage a business start-up;
- Experience of proper management of substantial amounts of public money;
- Ability and experience to work with government departments and community organisations in sale and marketing of the organisation's services to the target group;
- Ability to work with business sectors and community organisations in distributing computers, providing educational training and technical support to parents and students effectively in different districts throughout the territory; and
- Ability/ experience in handling a large and diverse clientele.

(c) The Government will enter into a legally binding agreement with the non-profit making organisation on the agreed business plan and service levels. The organisation's compliance with its obligations as set out in the agreement will be closely monitored, through regular reviews of its performance and business plans, as well as appropriate reporting requirements, with a view to ensuring effective achievement of its intended objectives and proper use of public money.

Signature _____
Name in block letters _____ Ms Nancy SO
Post Title _____ Controller, Student Financial Assistance Agency
Date _____ 16 March 2010

- (b) The estimated expenditure for the disbursement of the Scholarship in the 2010/11 academic year is \$4 million.
- (c) Each year, there is a steady number of graduates entering the teaching profession as English teachers. From the 2010/11 academic year, the Scholarship is expected to attract 50 students with high English proficiency, who will as a condition of the Scholarship work as an English teacher for a period of one or three years upon their graduation.

Signature _____
Name in block letters Ms Nancy SO
Post Title Controller, Student Financial Assistance Agency
Date 16 March 2010

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

Reply Serial No.

EDB278

Question Serial No.

3013

Head : 173 Student Financial Assistance Agency Subhead (No. & title) :
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Regarding "Facilitating Internet Learning",

- (a) the Government proposes to grant a full subsidy or half subsidy for Internet access for each family with children studying in primary or secondary schools and eligible for student financial assistance depending on the outcome of their means test. What is the estimated number of subsidised families and students? What is the estimated expenditure?
- (b) does the Government have any measures to ensure that students receiving subsidies for Internet access are genuinely using the Internet for web-based learning and the Government will not in effect be subsidising excessive web surfing?
- (c) paragraph 112 of the Budget Speech states that the Government will offer an option to students receiving the subsidies to purchase computer hardware at an affordable price. What idea does the Government have concerning this initiative at the present stage? Will all students eligible for subsidies for Internet access be able to enjoy the benefits of purchasing computers indiscriminately?

Asked by : Hon. LEUNG Mei-fun, Priscilla

Reply :

- (a) Subject to funding approval by the Finance Committee, we plan to implement the proposed subsidy scheme for Internet access charges in the 2010/11 school year. We estimate that in the 2010/11 school year, about 300 000 families involving around 410 000 students receiving education at primary and secondary levels who are in receipt of the Comprehensive Social Security Assistance or eligible for student financial assistance administered by the Student Financial Assistance Agency will be eligible for receiving the subsidy. We estimate that the provision required for disbursement of subsidies for Internet access charges in the 2010/11 school year is about \$280 million.

- (b) The concerns about the possible negative effects of the Internet (e.g. Internet addiction) have to be addressed through the concerted efforts of all parties concerned, including schools, parents, the community and the Government. To facilitate the concerted efforts of all relevant parties, the Government has launched an Internet Education Campaign, led by the Office of the Government Chief Information Officer. The aim of the Campaign is to educate young people on the proper and safe use of the Internet. Apart from helping young people, a Family Support Centre was also set up to provide multi-disciplinary counselling services to parents on handling issues relating to the use of Internet by their children.

Other government departments, such as the Intellectual Property Department, Information Services Department, Hong Kong Police Force, Television and Entertainment Licensing Authority, as well as other non-governmental organisations, also provide relevant information and guidelines for parents on safe use of the Internet. The Education Bureau will, in support of the aforesaid Internet Education Campaign, collaborate with the non-governmental organisation recruited to launch the Campaign to distribute a resource kit to teachers and school social workers shortly to provide them with information and suggested learning activities to guide students on the proper and safe use of the Internet.

The non-profit making organisation proposed to be set up to provide economical Internet services and suitable computer hardware and software for educational needs to low-income families in need will also provide complementary services in this regard, such as parent education and technical support.

- (c) The Administration plans to commission a non-profit making organisation to provide complementary services for Internet learning, including economical Internet services, an affordable loan-to-purchase scheme to acquire suitable computer hardware and software for educational needs, training for parents and students, and technical support, to all families and students eligible for subsidies for Internet access. The Administration would consult the Legislative Council about the detailed plan shortly, and invite proposals from the community on the establishment of the organisation. It is envisaged that the organisation will commence its services in the 2011/12 school year.

Signature _____

Name in block letters _____ Ms Nancy SO

Post Title _____ Controller, Student Financial Assistance Agency

Date _____ 16 March 2010

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

Reply Serial No.

EDB279

Question Serial No.

0210

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

Question:

Regarding the initiative of considering with the UGC-funded institutions gradual and sustainable ways to increase the number of non-local students up to the 20 per cent target, please provide the details, including the specific means, and the expected timetable for achieving the target.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The University Grants Committee (UGC) has long been an advocate for a more internationalised campus and we provided a one-off matching grant of \$5 million to each of the eight UGC-funded institutions in 2005 to help them build up institutional capacity in internationalisation. This coincided with previous decisions of the Government to raise the ceiling quota for non-local students from 2% to 4% and then to 10%.

Starting in the 2008/09 academic year, the non-local student quota ceiling for UGC-funded sub-degree, degree and taught post-graduate courses was increased from 10% to 20% of the respective approved student number targets. (No quota restriction is imposed on the admission of research post-graduate students in publicly-funded programmes.) The percentage of non-local undergraduate students across the whole UGC-funded sector rose from 4% in 2005/06 academic year to 9% in the 2009/10 academic year (provisional).

The 20% quota represents the upper limit of the number of non-local students that may be admitted by institutions. Institutions consider their own circumstances and capacity in deciding the timetable and phasing for increasing the admission of non-local students.

We are aware that the availability of hostel places is a major factor constraining the capacity of institutions to admit more non-local students. Since 2008, we have secured the Legislative Council's approval for about \$2,100 million to construct some 6 600 hostel places. We will continue to work with institutions on new hostel projects.

Apart from hostels, the Government has introduced various initiatives which are conducive to institutions' efforts in attracting quality non-local students. The Government has established a HKSAR Government Scholarship Fund of \$1 billion which caters for both local and non-local students in publicly-funded full-time programmes at degree or above level. Since 2003, the Government has also launched four rounds of the Matching Grant Scheme (MGS), and the 2010-11 Budget has proposed that another \$1 billion be allocated to launch the fifth round. We have encouraged UGC-funded institutions to make use of the funds available from the MGS for, among others, promoting internationalisation, exchange programmes, and providing scholarships for non-local students.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB280

Question Serial No.

0420

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

Question:

The Government has proposed to allocate \$1 billion to launch the Fifth Matching Grant Scheme in 2010-11. For the first time, this will cover all 12 degree-awarding institutions. Will the Administration inform this Committee of the following:

- (a) For the past four rounds of the Matching Grant Scheme, what was the amount of unmatched donations raised by individual institutions?
- (b) Past experience revealed that the matching grant usually did not fully match the donations raised by institutions. In addition, the Fifth Matching Grant Scheme will go further to cover all 12 local degree-awarding institutions. In view of this, is the proposed \$1 billion matching grant considered sufficient? If yes, what are the reasons? If no, what will the Administration do?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

- (a) For the past four rounds of the Matching Grant Scheme, the total amount of unmatched donations raised by individual institutions was as follows –

Institution	Unmatched Donations (\$ million)
City University of Hong Kong	51
Hong Kong Baptist University	118
Lingnan University	5
The Chinese University of Hong Kong	464
The Hong Kong Institute of Education	1
The Hong Kong Polytechnic University	40
The Hong Kong University of Science and Technology	37
The University of Hong Kong	475
The Open University of Hong Kong	7
Hong Kong Shue Yan University	-
Total	1,198

- (b) The Government provides around \$11 billion of recurrent subvention funding to the University Grants Committee each year. The Matching Grant Scheme is a non-recurrent initiative aiming to strengthen the fund-raising capability of the institutions and cultivate a philanthropic culture. The matching funds secured under this scheme represent additional resources to support institutions' development. Based on the principle of prudent financial management, the Administration considers it suitable to maintain the scale of the Scheme at \$1 billion for the fifth round.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

11 March 2010

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

Reply Serial No.

EDB281

Question Serial No.

0548

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

Question:

Under this head, provision for this year (i.e. 2010-11) is 4.9% lower than that for last year (i.e. 2009-10). This is mainly due to the set up of the Research Endowment Fund (REF). Out of the \$18 billion fund, how much will be spent this year (i.e. 2010-11)? What will be the research themes involved?

Asked by: Hon. LEUNG Kwan-yuen, Andrew

Reply:

In the 2010/11 academic year, \$675 million has been initially earmarked from the investment income of the Research Endowment Fund to support research proposals submitted to the Research Grants Council by researchers of University Grants Committee-funded institutions. The topics of such research proposals cover a wide range of disciplines and are determined by the researchers. In addition, the investment income of up to \$4 billion of the Research Endowment Fund (i.e. about \$200 million) will be available to support appropriate research on specific themes annually. It is expected that the funding for the Theme-based Research Scheme will gradually ramp up to \$200 million per year. Actual expenditure will depend on the quality of applications received.

The Government has established a Steering Committee for Research Themes to advise the Government on the selection of research themes, as well as the framework and policy issues concerning the Theme-based Research Scheme. The Steering Committee is chaired by a non-official and comprises three members from the higher education sector, three members from other sectors in the community, the Chairman of the Research Grants Council and three members from the Government. The Steering Committee has proposed three potential themes, namely (i) promoting good health; (ii) developing a sustainable environment; and (iii) enhancing Hong Kong's strategic position as a regional and international business centre. A consultation was conducted in the fourth quarter of 2009 on the potential themes and the comments received are being considered.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

12 March 2010

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

Reply Serial No.

EDB284

Question Serial No.

1876

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

Question:

Please provide a breakdown, by programmes offered by institutions, of the amount of tuition fees paid by non-local students in the 2009/10 academic year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The University Grants Committee (UGC)-funded institutions are free to set their own tuition fee levels but they have agreed with the UGC that non-local students at the undergraduate level should pay a minimum tuition fee of \$60,000 per annum. The level of tuition fees for non-local students of all UGC-funded full-time programmes charged by the institutions in the 2009/10 academic year by level of study is as follows –

	Sub-degree (\$)	Undergraduate (\$)	Taught Postgraduate (\$)	Research Postgraduate (\$)
CityU	-	80,000	80,000	42,100
HKBU	-	75,000	42,100	42,100
LU	-	70,000	-	42,100
CUHK	-	80,000	80,000	42,100
HKIEd	-	75,000	75,000	-
PolyU	60,000	80,000	-	42,100
HKUST	-	80,000 to 100,000	-	42,100
HKU	-	100,000	100,000	42,100

CityU City University of Hong Kong

LU Lingnan University

HKIEd The Hong Kong Institute of Education

HKUST The Hong Kong University of Science
and Technology

HKBU Hong Kong Baptist University

CUHK The Chinese University of Hong Kong

PolyU The Hong Kong Polytechnic
University

HKU The University of Hong Kong

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB285

Question Serial No.

1877

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

Question:

As part of the Higher Education Review 2010, will the Administration engage overseas academic experts to examine and give recommendations on the situation of local higher education? If yes, what will be the resources involved?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The University Grants Committee (UGC) has embarked on the Higher Education Review 2010, which aims to come up with a forward looking document within 2010 that can assist the Government and the public in reflecting on the purposes of higher education, perceived world trends, and setting out our vision and hence the strategies for Hong Kong's higher education system.

The UGC has not engaged overseas academic experts to examine the situation of local higher education, as we believe the UGC itself, together with the Secretariat, has sufficient resources and expertise to understand and analyse issues relating to the local higher education system. On the other hand, we have engaged experts from overseas and the Mainland China to advise on global trends and their possible implications on Hong Kong's higher education system.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

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

Reply Serial No.

EDB286

Question Serial No.

1878

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

Question:

Regarding the \$112.4 million of Language Enhancement Grants to be provided for the University Grants Committee (UGC)-funded institutions in 2010/11 academic year to enhance the language proficiency of local university students, how will the institutions ensure the best use of such resources?

Asked by: Hon. LEE Wai-king, Starry

Reply:

Language Enhancement Grants (LEGs) provide additional support to University Grants Committee (UGC)-funded institutions in promoting students' language proficiency in both English and Chinese (including Putonghua). According to institutions, they will continue to make use of the LEGs and other funding sources in the 2010/11 academic year for organising various language enhancement activities to help improve students' language proficiency. These include more formal language enhancement courses and programmes offered by language departments or language centres, some for specific target groups such as first-year students and non-local students. Institutions are also making use of the grants to provide extra-curricular activities such as language study tours/immersion programmes. Besides, some institutions are using LEGs for developing e-learning and web-based tools to enhance students' interests and capability in self-learning, language diagnostic tests to identify students' weaknesses in terms of language proficiency so that more targeted efforts can be made to improve their language capability. We also note that institutions will make use of the grants to develop and pilot new language courses for the four-year normative curriculum under the new academic structure.

Institutions are required to assess and report to the UGC the effectiveness of their language enhancement activities supported by the LEGs and other funding sources annually.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

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

Reply Serial No.

EDB288

Question Serial No.

1880

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

Question:

Regarding university students' participation in the Common English Proficiency Assessment Scheme (CEPAS) for universities during the past three years, i.e. 2007/08 to 2009/10 school years, would the Government advise the Committee of:

- (a) their percentage in the total number of graduates in the respective years; and
- (b) the number of students who agreed to have a statement included in their transcripts indicating their participation in CEPAS in each respective year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

Under the Common English Proficiency Assessment Scheme (CEPAS) which was introduced in the 2002/03 academic year, final year students of all UGC-funded undergraduate programmes are eligible to take the test on a voluntary basis. They will be reimbursed with the test fee if they agree to have a statement included in their transcripts indicating their participation in CEPAS.

The percentage of final year undergraduate students participating in CEPAS and the number of students agreeing to the inclusion in their transcripts of a statement indicating their participation in CEPAS each year since the 2007/08 academic year are set out at Annex.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

Percentage of Final Year Undergraduate Students Participating in CEPAS and the Number of Students Eligible for Reimbursement, 2007/08 – 2009/10

	Academic Year		
	2007/08	2008/09	2009/10
Percentage of final year undergraduate students participating in CEPAS	70%	71%	68% ^{Note1}
Number of students who agreed to have a statement included in their transcripts indicating their participation in CEPAS (<i>i.e.</i> eligible for reimbursement)	9 984	10 679	- ^{Note2}

Note:

1. The number of graduates for the 2009/10 academic year is a projected figure.
2. The figure for the 2009/10 academic year is not yet available.

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

Reply Serial No.

EDB289

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

Question Serial No.

1903

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

Please provide a breakdown of the number of non-local students attending the University Grants Committee (UGC)-funded programmes in 2009/10 academic year by institution, country/place of origin of the student, and undergraduate/postgraduate programme.

Asked by: Hon. LEE Wai-king, Starry

Reply:

Figures on non-local students in University Grants Committee (UGC)-funded institutions in the 2009/10 academic year by institution, level of study and place of origin are set out at Annex.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution,
Level of Study and Place of Origin, 2009/10 (Provisional Figures)**

Institution	Level of Study #	Place of Origin			Total
		The Mainland of China	Other Places in Asia	The Rest of the World	
CityU	Ug	636	31	20	687
	TPg	3	-	3	6
	RPg	420	13	10	443
	Sub-total	1 059	44	33	1 136
HKBU	Ug	428	6	2	436
	TPg	2	-	-	2
	RPg	149	-	1	150
	Sub-total	579	6	3	588
LU	Ug	180	12	10	202
	RPg	27	-	-	27
	Sub-total	207	12	10	229
CUHK	Ug	848	99	35	982
	TPg	4	-	1	5
	RPg	997	19	17	1 033
	Sub-total	1 849	118	53	2 020
HKIEd	Ug	227	-	-	227
	TPg	9	-	-	9
	Sub-total	236	-	-	236
PolyU	Ug	818	50	23	891
	RPg	392	22	9	423
	Sub-total	1 210	72	32	1 314
HKUST	Ug	517	108	34	659
	RPg	754	30	11	795
	Sub-total	1 271	138	45	1 454
HKU	Ug	908	130	69	1 107
	TPg	17	12	2	31
	RPg	1 091	62	59	1 212
	Sub-total	2 016	204	130	2 350
All institutions	Ug	4 562	436	193	5 191
	TPg	35	12	6	53
	RPg	3 830	146	107	4 083
	Total	8 427	594	306	9 327

Notes :

1. Research postgraduate figures include only students funded by UGC within their normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. '-' denotes 'nil'.
4. '#' Ug: Undergraduate
TPg: Taught Postgraduate
RPg: Research Postgraduate

CityU City University of Hong Kong

LU Lingnan University

HKIEd The Hong Kong Institute of Education

HKUST The Hong Kong University of Science and Technology

HKBU Hong Kong Baptist University

CUHK The Chinese University of Hong Kong

PolyU The Hong Kong Polytechnic University

HKU The University of Hong Kong

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

Reply Serial No.

EDB290

Question Serial No.

1021

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

Question:

It is known that the investment income of not more than \$4 billion Research Endowment Fund is deployed to support theme-based research annually. In 2009, the Administration had consulted the stakeholders on the selection of appropriate research themes, and planned to announce the themes in early 2010. Please advise:

- (a) How much funding can be deployed from the investment income of Research Endowment Fund in 2009-10 to support theme-based research in 2010-11?
- (b) Has the Administration devised stringent selection criteria and transparent consultation process for the selection of research themes? If yes, what are the details? If no, what are the reasons?
- (c) When the Administration consulted the stakeholders in 2009, what research themes were proposed?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

(a) The investment income of up to \$4 billion of the Research Endowment Fund (i.e. about \$200 million) will be available to support appropriate research on specific themes annually. It is expected that the funding for the Theme-based Research Scheme will gradually ramp up to \$200 million per year. Actual expenditure will depend on the quality of applications received.

(b) & (c) The Government has established a Steering Committee for Research Themes to advise the Government on the selection of research themes, as well as the framework and policy issues concerning the Theme-based Research Scheme. The Steering Committee is chaired by a non-official and comprises three members from the higher education sector, three members from other sectors in the community, the Chairman of the Research Grants Council and three members from the Government. Taking reference from overseas and local experiences and having regard to the objectives of the scheme, the Steering Committee has recommended the following selection criteria for research themes -

- (i) The research should contribute strategically to the long term development and well-being of Hong Kong through strengthening our comparative advantages, supporting our economic transformation, helping Hong Kong economy to add value, enhancing our quality of life or addressing issues of national, regional and global importance which impact significantly on Hong Kong. Alignment with the development strategy of the Mainland China will also be beneficial.
- (ii) The research should be able to create an impact on the creation, application and transfer of knowledge in Hong Kong, and possibly the Mainland China and the region.
- (iii) The research should build on Hong Kong's existing strengths or stimulate new and emerging areas in which Hong Kong has demonstrable potential, in arriving at a critical mass of excellent research and in achieving specific outcome.
- (iv) The research themes should preferably encourage collaboration among institutions and with our neighbouring areas (e.g. the Mainland China) and help Hong Kong leverage their research strengths.

The Steering Committee has also proposed three potential themes, namely (i) promoting good health; (ii) developing a sustainable environment; and (iii) enhancing Hong Kong's strategic position as a regional and international business centre.

Consultation on the criteria for selection of research themes and potential themes was conducted in the fourth quarter of 2009. The Administration organised two face-to-face discussion sessions for academics, research-related personnel and research postgraduate students. The Administration has also invited chambers of commerce, think tanks and professional bodies to provide comments. The comments received are being considered. It is certainly our intention that only excellent academic research will be considered. The processes will be transparent and based on the internationally accepted norm of peer review.

Signature	_____
Name in block letters	<u>Michael V Stone</u>
Post Title	<u>Secretary-General, University Grants Committee</u>
Date	<u>12 March 2010</u>

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

Reply Serial No.

EDB291

Question Serial No.

1243

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

Question:

From the 2009/10 academic year onwards, the University Grants Committee has allocated a recurrent funding of around \$50 million per year to its funded institutions to further strengthen and broaden their endeavours in knowledge transfer as commensurate with their roles and missions. How do these institutions make use of the funding? What is the effectiveness of this initiative? Will the Administration review whether the funding is sufficient in the 2010/11 academic year?

Asked by: Hon. IP LAU Suk-ye, Regina

Reply:

New recurrent funding of \$50 million per annum from the 2009/10 academic year is being provided to institutions to develop Knowledge Transfer (KT), which entails the transfer of knowledge and skills among the institutions, businesses and the community. The initial share of funding for each institution is based on a formula derived by the University Grants Committee (UGC) in consultation with the institutions that takes into account the research (four times weighting) and teaching funding of individual institutions derived from UGC sources.

Institutions have submitted Initial Statements for the 2009/10-2011/12 triennium to describe their institution-wide medium/long-term strategy for KT activities, as well as to draw up triennial plans on how the funds would be applied, and what outcomes would be expected from such uses. Given that the institutions have distinctive roles and missions, and areas of strength, and that they are at different stages of development in KT, the strategies of institutions vary in terms of their aims and approaches. However, by and large, the funding will be used to build up institutional capacity and to broaden institutions' endeavours in KT. The table below gives a rough distribution on how the institutions intended to use the fund allocated to them-

	CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU
Capacity Building (e.g. dedicated KT staff, databases, staff training, internal reach-out, process management)	30%	55%	80%	50%	33%	60%	85%	56%
Front-line KT Activities (e.g. patent filing, publicity, seed or matching funds for bidding by faculties, incubating spin-off companies)	40%	45%	20%	25%	67%	30%	7%	44%
Knowledge Generation (e.g. proof-of-concept or other pump-priming funds)	30%	--	--	25%	--	10%	8%	--

All institutions are also setting aside some of their own funds to match the present KT funding allocation in support of their strategy and plans.

It is clear that all institutions have thought through their Initial Statements reasonably well, with each commensurate with their distinctive role and mission. The UGC is confident that the proposals, when implemented, can significantly boost both the institutions' capacity in undertaking KT and the actual amount of KT activities being undertaken in the whole UGC sector.

Institutions are expected to submit annual reports to the UGC for consideration with the first being due at end July 2010. The UGC will evaluate these Annual Reports for the purposes of funding allocation for the forthcoming academic years.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 15 March 2010 _____

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

Reply Serial No.

EDB292

Question Serial No.

1244

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

Question:

Apart from providing a recurrent funding of around \$50 million to funded institutions, what other specific measures are in place in the 2010/11 academic year to encourage these institutions to achieve progress in the area of knowledge transfer?

Asked by: Hon. IP LAU Suk-yee, Regina

Reply:

Our methodology of allocating the new recurrent funding of \$50 million each year, implemented from the 2009/10 academic year onwards, will itself encourage institutions to achieve progress in knowledge transfer. In bidding for \$50 million, institutions were requested to submit Initial Statements for the 2009/10-2011/12 triennium to describe their institution-wide medium/long-term strategy for knowledge transfer activities, as well as to draw up triennial plans on how the funds would be applied, and what outcomes would be expected from such uses. Institutions will submit annual reports each year on the activities undertaken and list out quantitative indicators to show the outcomes in the past year, as benchmarked against their own initial targets.

In addition, with University Grants Committee's (UGC) support, the institutions will jointly organize in late 2010 a best practice sharing symposium amongst the institutions and the industry sector. This symposium is part of a project which has received funding support from the Innovation and Technology Commission. This initiative will help publicise the institutions' effort in knowledge transfer and attract attention/interest from the businesses/industries and the community. It will also allow those institutions at a comparatively early stage of knowledge transfer development to assimilate better practices into their own knowledge transfer strategies and policies.

The UGC will continue to work closely with the institutions to facilitate a greater and broader extent of knowledge transfer.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

12 March 2010

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

Reply Serial No.

EDB294

Question Serial No.

1318

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

Question:

Please provide the following information on the employment of non-civil service contract (NCSC) staff to provide services:

	2010-11	2009-10	2008-09	2007-08
Breakdown of the number of NCSC staff	()	()	()	()
Breakdown of posts taken up by NCSC staff	()	()	()	()
Breakdown of salaries of NCSC staff	()	()	()	()
Benefits of NCSC staff	()	()	()	()
Length of employment of NCSC staff in years	()	()	()	()
Were there any chances for NCSC staff to convert to civil servants on permanent terms?	()	()	()	()
Number of NCSC staff who had the chances to convert to civil servants on permanent terms but failed to do so	()	()	()	()
Percentage of NCSC staff in the total number of staff in the department	()	()	()	()

Figures in () denote year-on-year changes

Asked by: Hon. WONG Kwok-hing

Reply:

Details on the employment of NCSC staff are as follows –

	2009-10*	2008-09*	2007-08*
Breakdown of the number of NCSC staff	17 (+6.25%)	16 (-20.00%)	20
Breakdown of posts taken up by NCSC staff			
(1) Committees and Public Relations	2 (-)	2 (-)	2
(2) Quality Assurance	1 (-50.00%)	2 (-33.33%)	3
(3) Research Support	11 (+10.00%)	10 (-16.67%)	12
(4) Capital Work Projects	2 (-)	2 (-)	2
(5) General Administrative Support	1 (N.A.)	0 (N.A.)	1
Total:	17	16	20
	2009-10*	2008-09*	2007-08*

Breakdown of salaries of NCSC staff			
\$30,000 or above	6 (-)	6 (+20.00%)	5
\$16,000 - \$29,999	5 (+25.00%)	4 (-33.33%)	6
\$8,000 - \$15,999	6 (-)	6 (-33.33%)	9
Total:	17	16	20
Benefits of NCSC staff	NCSC staff are employed on a fixed term contract basis with an all-inclusive pay package which does not offer any fringe benefits. The terms and conditions of service for NCSC staff are overall speaking no less favourable than those provided for under the Employment Ordinance (Cap. 57) and no more favourable than those applicable to civil servants in comparable civil service ranks or with comparable levels of responsibilities where they exist. Employer's contributions to the Mandatory Provident Fund schemes for NCSC staff are also made in accordance with the Mandatory Provident Fund Schemes Ordinance (Cap. 485).		
Length of employment of NCSC staff in years			
Less than 3 years	12 (+9.09%)	11 (-21.43%)	14
3 years to less than 5 years	2 (-)	2 (-33.33%)	3
5 years or more	3 (-)	3 (-)	3
Total:	17	16	20
Were there any chances for NCSC staff to convert to civil servants on permanent terms?	<ul style="list-style-type: none"> ➤ NCSC posts would be considered for replacement by civil service posts subject to the service need and availability of resources. ➤ Applicants who meet the basic entry requirements may apply for newly created civil service posts through a competitive and open recruitment process. 		
Number of NCSC staff who had the chances to convert to civil servants on permanent terms but failed to do so	N/A	N/A	N/A
Percentage of NCSC staff in the total number of staff in the department	25% (-)	25% (-16.67%)	30%

Figures in () denote year-on-year change

*Note 1: *Position as at 31 December of the financial year concerned.*

Note 2: Figures for 2010-11 are not available at this stage.

Signature _____

Name in block letters _____ Michael V Stone

Post Title _____ Secretary-General, University Grants Committee

Date _____ 12 March 2010

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB295**Head: 190 University Grants
CommitteeSubhead (No. & title): 000 Operational
expenses

Question Serial No.

1319

Programme:Controlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau : Secretary for EducationQuestion:

Please provide information on outsourced services (including property management, security, cleansing, telecommunications and information technology, statistics, etc, but excluding construction works) in the format set out below :

	2010-11	2009-10	2008-09	2007-08
Contents of outsourced service contracts	()	()	()	()
Number of outsourced service contracts	()	()	()	()
Value of outsourced service contracts	()	()	()	()
Number of workers employed under outsourced service contracts	()	()	()	()
Number of outsourced service contracts that can be replaced by employment of permanent staff by the Government	()	()	()	()

Figures in () denote year-on-year changes

Asked by: Hon. WONG Kwok-hingReply:

Details on outsourced services are as follows -

	2010-11	2009-10	2008-09	2007-08
Contents of outsourced service contracts	Not yet available. It is expected that office cleansing and information technology will continue to be outsourced in 2010-11.	(a) Office Cleansing (b) Information Technology	(a) Office Cleansing (b) Information Technology	(a) Office Cleansing (b) Information Technology

	2010-11	2009-10	2008-09	2007-08
Number of outsourced service contracts	The number of outsourced service contracts varies over time in accordance with the changing service needs	(a) 2 (-) (b) 1 (-)	(a) 2 (-) (b) 1 (-)	(a) 2 (b) 1
Value of outsourced service contracts	-ditto-	(a) \$39,000/yr (-) (b) \$583,000/yr (-8.91%)	(a) \$39,000/yr (+5.4%) (b) \$640,000/yr (-7.25%)	(a) \$37,000/yr (b) \$690,000/yr
Number of workers employed under outsourced service contracts	Not yet available	(a) 3 (-) (b) 1 (-)	(a) 3 (-) (b) 1 (-)	(a) 3 (b) 1
Number of outsourced service contracts that can be replaced by employment of permanent staff by the Government	-ditto-	<ul style="list-style-type: none"> ➤ For office cleansing services, the outsourced service contract cannot be replaced by permanent staff due to the absence of civil service posts specifically for such services. ➤ For IT service, there is a need to tap the latest market expertise in developing and maintaining IT system and programmes. 		

Signature _____
 Name in block letters Michael V Stone
 Post Title Secretary-General, University Grants Committee
 Date 12 March 2010

Number of Year 2 and Year 3 degree places funded by the UGC for sub-degree graduates (in full-time equivalent term) by institution and programme in the 2010/11 academic year

Institution	Programme	2010/11	
		Year 2	Year 3
CityU	Bachelor of Arts	149	149
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	40	40
	Bachelor of Science	53	53
	Bachelor of Social Sciences	156	156
	Sub-total	684	684
HKBU	Bachelor of Arts	59	59
	Bachelor of Business Administration	42	42
	Bachelor of Science	31	31
	Bachelor of Social Sciences*	46	46
	Sub-total	178	178
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	Sub-total	124	124
CUHK	Bachelor of Arts	34	34
	Bachelor of Business Administration	10	10
	Bachelor of Engineering	30	30
	Bachelor of Nursing	60	0
	Bachelor of Science	15	15
	Bachelor of Social Sciences	6	6
	Sub-total	155	95
PolyU	Bachelor of Arts	226	226
	Bachelor of Business Administration	48	48
	Bachelor of Business Administration / Bachelor of Science	85	85
	Bachelor of Engineering	93	93
	Bachelor of Science	242	242
	Sub-total	694	694
HKUST	Bachelor of Engineering	57	57
	Sub-total	57	57
HKU	Bachelor of Arts	27	27
	Bachelor of Science	48	48
	Bachelor of Social Sciences	20	20
	Sub-total	95	95
Total		1 987	1 927

Notes:

* Including Bachelor of Social Work

- | | | | | |
|----|-------|--------------------------------------|-------|--|
| 1. | CityU | City University of Hong Kong | HKBU | Hong Kong Baptist University |
| | LU | Lingnan University | CUHK | The Chinese University of Hong Kong |
| | PolyU | The Hong Kong Polytechnic University | HKUST | The Hong Kong University of Science and Technology |
| | HKU | The University of Hong Kong | | |

2. The Hong Kong Institute of Education does not have any senior year undergraduate places.

Number of Places and First Year Tuition Fee of Full-time Accredited Self-financing Top-up Degree Programme by Institution and Programme, 2009/10

Institution	Programme	2009/10	
		Number of places at intake level	First Year Tuition Fee
CityU	Bachelor of Arts	51	\$75,000
	Bachelor of Science	45	\$67,200
	Bachelor of Social Sciences	83	\$67,200
HKBU	Bachelor of Arts	60	\$63,000
	Bachelor of Commerce	85	\$63,000
	Bachelor of Social Sciences	80	\$63,000
LU	Bachelor of Arts	35	\$80,000
	Bachelor of Business Administration	30	\$80,000
	Bachelor of Social Sciences	20	\$80,000
PolyU	Bachelor of Arts	590	\$57,000 - \$60,000
	Bachelor of Business Administration	160	\$71,400
	Bachelor of Engineering	110	\$65,100 - \$69,300
	Bachelor of Science	190	\$60,200 - \$75,600

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

Reply Serial No.

EDB297

Question Serial No.

1571

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

Question:

What are the number and ratio of non-local students studying sub-degree programmes, undergraduate programmes, taught postgraduate programmes and research postgraduate programmes in 2008/09 and 2009/10? What countries or areas do they come from?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

Figures on non-local students in University Grants Committee (UGC)-funded institutions in the 2008/09 and 2009/10 academic years by level of study and place of origin, and as a percentage of total student enrolment are set out at Annex.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Level of Study and Place of Origin and as a Percentage of Total Student Enrolment, in 2008/09 to 2009/10*
Academic Years**

Year	Level of Study #	The Mainland of China	Other places in Asia	The Rest of the World	Total@	As % of total student enrolment
2008/09	SD	2	1	2	5	0.1%
	Ug	4 348	286	156	4 790	8.7%
	TPg	39	13	6	58	1.5%
	RPg	3 324	118	98	3 539	59.4%
	Total	7 713	418	262	8 392	11.6%
2009/10*	SD	2	2	2	6	0.1%
	Ug	4 562	436	193	5 191	9.2%
	TPg	35	12	6	53	1.5%
	RPg	3 830	146	107	4 083	64.6%
	Total	8 429	596	308	9 333	12.6%

Note:

1. The place of origin for non-local students refers to their nationality.
2. Research postgraduate figures include only students funded by UGC within their normal study periods.
3. * Provisional figures.
4. # SD: Sub-degree
Ug: Undergraduate
TPg: Taught Postgraduate
RPg: Research Postgraduate
5. @ Figures may not add up to the corresponding totals due to rounding.

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

Reply Serial No.

EDB298

Question Serial No.

2455

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

Question:

Please provide details of the consultancy studies on policy making and assessment under all programmes in the following format. Using the table below, please provide information on the consultations for which funds had been allocated in 2009-10:

Name/subject of consultancy studies	Revised Estimate (\$)	Progress of the studies (under planning/ in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	The Administration's follow-up actions on the consultancy studies results and the progress made (if applicable)	For consultancy studies already completed, were the results publicised? If so, what were the channels? If not, why not?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

Details on the consultancy studies for which financial provision has been allocated in 2009-10 are as follows –

Name/subject of consultancy studies	Revised Estimate (\$)	Progress of the studies (under planning/ in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	The Administration's follow-up actions on the consultancy studies results and the progress made (if applicable)	For consultancy studies already completed, were the results publicised? If so, what were the channels? If not, why not?
Engagement of overseas consultants to give expert advice for the University Grants Committee (UGC)'s Higher Education Review 2010 (HER 2010)	Advice on the development of the higher education sector in Europe: \$433,436 (EUR40,000)	Completed	Nature of consultancy studies not involving consultation. The analyses are intended for reference by the Higher Education Review Group established under the UGC to take forward HER 2010.	HER 2010 is work in progress.	HER 2010 is work in progress.

Name/subject of consultancy studies	Revised Estimate (\$)	Progress of the studies (under planning/ in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	The Administration's follow-up actions on the consultancy studies results and the progress made (if applicable)	For consultancy studies already completed, were the results publicised? If so, what were the channels? If not, why not?
	Advice on the development of the higher education sector in Australia: \$232,575 (USD30,000)	Completed	The Group has consulted widely, including inviting written submissions, meeting with stakeholders in the UGC-funded sector and other post-secondary institutions. The		
	Advice on the development of the higher education sector in the United Kingdom: \$155,030 (USD20,000)	Completed	Group conducted two consultation fora in September 2009 for institutional staff and students, and will conduct another three consultative sessions in April 2010 for stakeholders in the entire post-secondary education sector.		
	Advice on the development of the higher education sector in the Mainland China: \$77,651 (USD10,000)	Completed			
Future Methods of Assessing Research Quality and Impact	\$126,668 (GBP10,000) (Total contract sum GBP25,000)	In progress	Over 100 representatives from eight UGC-funded institutions were consulted on their views in respect of the subject matter in eight consultation sessions. Institutions were also invited to forward their views to the UGC by means of written submissions.	The Consultant has submitted a preliminary report and a draft final report. The UGC discussed the preliminary report and will consider the draft final report at its future meeting.	The draft final report is still under consideration by the UGC.

Name/subject of consultancy studies	Revised Estimate (\$)	Progress of the studies (under planning/ in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	The Administration's follow-up actions on the consultancy studies results and the progress made (if applicable)	For consultancy studies already completed, were the results publicised? If so, what were the channels? If not, why not?
Information on international higher education funding systems	Analysis on five jurisdictions: \$311,505 (AUD51,660) (Total contract sum AUD86,100)	Completed	Nature of consultancy studies not involving consultation.	The analyses and data, together with the Higher Education Review, will be used as a reference in UGC's review of its funding methodology.	As the analyses and data are intended for internal reference for UGC's review of its funding methodology, the UGC would not publish the report.
	Data on six jurisdictions: \$92,361 (EUR8,400) (Total contract sum EUR14,000)	Completed			
Give professional advice for the Review of the Development Blueprint on Hong Kong Institute of Education (HKIED)	\$277,680 (AUD50,000)	Completed	Nature of consultancy study not involving consultation.	The Review Group has given due consideration to the inputs in the preparation of its Report.	The UGC published the Report of the Review Group in February 2009. It has been uploaded to the UGC website.

Name/subject of consultancy studies	Revised Estimate (\$)	Progress of the studies (under planning/ in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	The Administration's follow-up actions on the consultancy studies results and the progress made (if applicable)	For consultancy studies already completed, were the results publicised? If so, what were the channels? If not, why not?
Give expert advice on HKIED's proposal for introducing Undergraduate Programmes and Research Postgraduate Programmes	Advise in relation to undergraduate programmes: \$15,516 (USD2,000)	Completed	Nature of consultancy studies not involving consultation.	The Review Group has given due consideration of the inputs in making the decision to allocate additional FYFD and RPg places to HKIED.	The decision to allocate additional FYFD and RPg places to HKIED has been publicized, but the UGC has not published the specific inputs.
	Advise in relation to undergraduate programmes and Research Postgraduate Programmes: \$58,185 (USD7,500)	Completed			
Give expert advice on the investment policy for the Research Endowment Fund (REF)	\$375,000 (Total contract sum \$750,000)	In progress	Nature of consultancy study not involving consultation.	UGC will consider the advice to formulate the investment policy for the REF.	As the expert advice is intended for internal reference for formulating the investment policy for the REF, the UGC would not publish the advice.

Signature _____

Name in block letters _____

Post Title _____

Date _____

Michael V Stone

Secretary-General, University Grants Committee

15 March 2010

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

Reply Serial No.

EDB299

Question Serial No.

2456

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

Question:

Please provide details of the consultancy studies on policy making and assessment under all programmes in the following format. Has provision been earmarked for holding consultations in 2010-11? If so, please provide the following details.

Name/subject of consultancy studies	Expenditure (\$)	Progress of the studies (under planning/ in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	For consultancy studies scheduled for completion in the financial year 2010-11, will the results be publicised? If not, what are the reasons?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

Details of financial provision allocated for conducting consultancy studies in 2010-11 are as follows -

Name/subject of consultancy studies	Expenditure (\$)	Progress of the studies (under planning/ in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	For consultancy studies scheduled for completion in the financial year 2010-11, will the results be publicised? If not, what are the reasons?
Assisting to draw up and giving expert advice in respect of the 2012-15 Academic Development Proposals	300,000 (50% of estimated total cost as the consultancy is likely to begin in 2010 and end in 2011)	Under planning	Nature of consultancy study not involving consultation.	Not applicable. The consultancy study is still under planning and will not be completed in the 2010-11 financial year.

Name/subject of consultancy studies	Expenditure (\$)	Progress of the studies (under planning/ in progress/ completed)	Mode of consultation (e.g. by means of written submissions, consultation sessions, focus groups), number of consultation exercises, name of organisations and number of people consulted/to be consulted	For consultancy studies scheduled for completion in the financial year 2010-11, will the results be publicised? If not, what are the reasons?
Give professional advice for the University Grants Committee's Higher Education Review (HER) 2010	\$580,000 (GBP50,000)	In progress	The HER Group has consulted widely, including holding consultation fora, meeting with stakeholders and inviting written submissions.	HER 2010 is work in progress.

Signature _____

Name in block letters _____ Michael V Stone

Post Title _____ Secretary-General, University Grants Committee

Date _____ 15 March 2010

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

Reply Serial No.

EDB300

Question Serial No.

2531

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

Question:

- (a) Please provide figures on the supply and shortfall of student hostel places in each of the University Grants Committee-funded institutions in the 2009/10 academic year and the estimated figures for the 2010/11 academic year. Will the Administration consider allocating additional resources for providing more hostel places?
- (b) With the implementation of the new academic structure for senior education and higher education, and the full utilization of non-local student quota by institutions, will the demand for student hostel places be affected?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

In the 2009/10 academic year, the University Grants Committee (UGC)-funded institutions require some 30 900 publicly-funded hostel places. About 28 100 publicly-funded hostel places are available or under construction. The UGC-funded sector therefore has a shortfall of about 3 000 publicly-funded hostel places. The position of respective institutions is summarized below –

Institutions	No. of publicly-funded hostel places required	No. of publicly-funded hostel places available/under construction	Shortfall
City University of Hong Kong	4 676	3 512	1 164
Hong Kong Baptist University	2 268	1 711	557
Lingnan University	1 070	1 300	-
The Chinese University of Hong Kong	6 097	5 505	592
The Hong Kong Institute of Education	2 000	2 000	-
The Hong Kong Polytechnic University	5 058	4 654	404
The Hong Kong University of Science and Technology	3 826	3 707	119
The University of Hong Kong	5 896	5 692	204
Total	30 891	28 081	3 040

The above figures have taken into account the needs of both local and non-local students in the 2009/10 academic year. The allocation of student hostel places is a matter within institutional autonomy, and each institution has devised its own set of criteria and procedures for allocating student hostels among its students.

It is estimated that the institutions' requirement for publicly-funded hostel places in the 2010/11 academic year will be similar to that in the 2009/10 academic year.

Taking into account the additional demand for hostel places arising from the implementation of the new academic structure for senior secondary education and higher education ("3+3+4") and other new developments such as the creation of more new research postgraduate places, institutions will require some 2 100 more hostel places in the 2012/13 academic year. If all institutions are to utilise fully their non-local student quota of 20% of approved student number targets, an additional 6 500 hostel places will be required.

Since 2008, we have secured the Legislative Council (LegCo)'s funding approval of around \$2,100 million to construct some 6 600 hostel places. To reduce further the existing shortfall and to cater for long-term development, we will continue to work with the UGC-funded institutions on their proposals for constructing new hostels, including joint hostels for shared use by institutions.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

- (a) Include private non-profit sector
- (b) Provisional / preliminary data
- (c) The research institutes and related organisations in China (Mainland) are largely government-owned and their R&D expenditure is regarded as government expenditure on R&D
- (d) Exclude R&D expenditure in the social sciences and humanities subjects
- (e) Include public research institutes

Signature _____
Name in block letters Michael V Stone
Post Title Secretary-General, University Grants Committee
Date 15 March 2010

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

Reply Serial No.

EDB304

Question Serial No.

1758

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

Question:

What are the numbers of subsidised places for postgraduate research master and doctorate degree programmes in each of the 2007/08 to 2011/12 academic years and their percentage changes? What are the numbers and proportion of non-local students by place of origin?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The numbers of University Grants Committee-funded places for postgraduate research master and doctorate degree programmes in each of the 2007/08 to 2011/12 academic years, as advised by the UGC-funded institutions, and their percentage changes are at Annex A. The numbers and proportion of non-local students by place of origin are at Annex B.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

**Approved Student Number of UGC-funded Research Postgraduate Programmes
2007/08 to 2011/12**

(full-time equivalent)

Academic year	Doctor of philosophy ¹	Master of philosophy ¹	Others			Total	Change over preceding year	
			Marginally funded ²	Additional research post-graduate places ³	New RPg places for HKIED ⁴		Number	%
2007/08	2 495	1 820	450	-	-	4 765	41	0.9%
2008/09	2 593	1 722	450	-	-	4 765	0	0.0%
2009/10	2 993	1 772	*	369	10	5 144	379	8.0%
2010/11	2 967	1 798	*	540	20	5 325	181	3.5%
2011/12	2 961	1 804	*	800	30	5 595	270	5.1%

Notes:

1. The split between Doctor of Philosophy and Master of Philosophy is as advised to the UGC by the UGC-funded institutions.
 2. Marginally funded research postgraduate places were additional places funded from the savings from the gradual conversion of UGC-funded taught postgraduate (TPg) programmes into self-financing ones starting from 2004/05.
 3. This refers to the progressive provision of 800 additional RPg places in three years starting from the 2009/10 academic year as announced in the 2008-09 Budget Speech and approved by the Finance Committee of the Legislative Council in January 2009. The split between PhD or MPhil places is not yet available.
 4. An additional 10, 20 and 30 research postgraduate places will be allocated to Hong Kong Institute of Education (HKIED) in the 2009/10, 2010/11, and 2011/12 academic years respectively, following UGC's approval in January 2010 to HKIED's proposal to introduce research postgraduate places as part of their development into a multidisciplinary institution.
- * As from 2009/10, marginally funded research postgraduate places have been converted to fully-funded places and relevant figures have been incorporated in the PhD and Mphil columns.

**Non-local Students of UGC-funded Research Postgraduate Programmes by Place of Origin
2007/08 to 2009/10**

Academic year	Level of study	Total Student enrolment	Non-local students				
			Place of Origin			Total	
			The Mainland of China	Other places in Asia	The rest of the world	Number	As % of respective total student enrolment
2007/08	Doctor of philosophy	3 657	2 259	86	60	2 406	65.8%
	Master of philosophy	2 214	776	24	19	819	37.0%
	Total	5 871	3 036	110	79	3 225	54.9%
2008/09	Doctor of philosophy	3 875	2 504	91	79	2 674	69.0%
	Master of philosophy	2 085	820	26	19	865	41.5%
	Total	5 959	3 324	118	98	3 539	59.4%
2009/10 [#]	Doctor of philosophy	4 325	2 952	114	82	3 148	72.8%
	Master of philosophy	1 998	879	32	24	935	46.8%
	Total	6 323	3 830	146	107	4 083	64.6%

Notes:

1. Figures include only students funded by UGC within their normal study periods.
2. # Provisional figures.
3. The place of origin for non-local students refers to their nationality.
4. Figures may not add up to the corresponding totals owing to rounding.
5. Total Student Enrolment here does not tally with Approved Student Number in Annex A because of over-enrolment.

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

Reply Serial No.

EDB305

Question Serial No.

1759

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

Question:

What is the reason for ceasing the funding for part-time Research Postgraduate (RPg) places?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The UGC is conscious of the limited resources that can be and are available for RPg places in our system. We wish to put those resources to the most effective use. Thus, while we consider life-long learning to be admirable, we had to make the hard decision that in respect of part-time RPg places it should not be funded by the UGC. In taking this decision, however, we made clear that funding will continue to be provided for part-time RPg students enrolled before 2009/10 academic year, so that no such students would be disadvantaged in the process. Institutions are also allowed to enroll part-time RPg students outside the UGC quota with their own resources.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 11 March 2010 _____

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

Reply Serial No.

EDB306

Question Serial No.

1760

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

Question:

What are the numbers of additional student places at undergraduate and postgraduate levels earmarked for the Hong Kong Institute of Education within the 2009/10 to 2011/12 triennium? What is the financial provision involved in each year?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The numbers of additional student places at undergraduate and postgraduate levels earmarked for the Hong Kong Institute of Education (HKIED) within the 2009/10 to 2011/12 triennium is set out in the table below.

(full-time equivalent)

Academic year	First-year-first-degree (FYFD) places	Research postgraduate (RPg) places
2009/10	0	10
2010/11	80*	20
2011/12	120*	30

* 40 FYFD places will be allocated to each of the proposed new undergraduate programmes (viz. BA (Language Studies) and BSocSc (Global & Environmental Studies) for 2010/11, and BA (Creative Arts & Culture) for 2011/12, subject to successful programme validation by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications.

We are finalizing with HKIED the details of the financial provision associated with these additional student places, including the appropriate academic programme categories of the new offerings and timetable of the phased withdrawal of the monotechnic premium currently given to HKIED.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

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

Reply Serial No.

EDB307

Question Serial No.

1761

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

Question:

Please provide a breakdown, by terms of employment, of the number, proportion and percentage changes of the teaching and non-teaching staff on temporary contract, term contract, long-term contract and substantive appointment in the 8 UGC-funded institutions from the 2007/08 to 2009/10 academic years.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The total number and respective proportion of staff on contract, long-term contract and substantive appointment in respective institutions in the 2007/08 to 2009/10 academic years, provided by the eight University Grants Committee (UGC)-funded institutions, are set out at Annex A. The breakdown between staff on temporary contract and term contract is not readily available.

The percentage of staff changes for each of the UGC-funded institutions is at Annex B.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

**Breakdowns of Numbers and Proportion of Staff on Contract, Long-term Contract and Substantive Appointment by UGC-funded Institutions
in the 2007/08 to 2009/10 Academic Years**

	2007/08						2008/09						2009/10 (Estimated)					
	Contract staff [#]		Long-term contract staff [*]		Substantive staff		Contract staff [#]		Long-term contract staff [*]		Substantive staff		Contract staff [#]		Long-term contract staff [*]		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	2 022	57%	-	-	1 498	43%	2 146	59%	-	-	1 489	41%	2 254	60%	5	1%	1 485	39%
HKBU	532	46%	-	-	630	54%	585	48%	-	-	638	52%	619	49%	-	-	641	51%
LU	233	52%	43	10%	171	38%	210	47%	70	15%	168	38%	202	44%	89	19%	168	37%
CUHK	2 039	48%	6	†	2 182	52%	2 125	49%	15	†	2 196	51%	2 341	51%	28	1%	2 165	48%
HKIEd	554	56%	18	2%	417	42%	591	54%	26	2%	478	44%	586	54%	25	2%	475	44%
PolyU	714	24.8%	19	0.7%	2 143	74.5%	771	25%	27	1%	2 239	74%	777	25.2%	20	0.6%	2 293	74.2%
HKUST	733	32.7%	13	0.6%	1 496	66.7%	792	34.7%	11	0.5%	1 482	64.8%	830	36.1%	7	0.3%	1 461	63.6%
HKU	1 644	41.6%	61	1.5%	2 249	56.9%	1 936	45.9%	86	2.0%	2 195	52.1%	2 099	47.9%	107	2.4%	2 178	49.7%

CityU City University of Hong Kong

HKBU Hong Kong Baptist University

LU Lingnan University

CUHK The Chinese University of Hong Kong

HKIEd The Hong Kong Institute of Education

PolyU The Hong Kong Polytechnic University

HKUST The Hong Kong University of Science and Technology

HKU The University of Hong Kong

Contract staff refers to staff with offer of appointment for three years or less per contract.

* Long-term contract staff refers to staff with offer of appointment for more than three years per contract.

† Denotes less than 0.5%.

Staff Changes in Each UGC-funded Institution

Name of Institution	2007/08 Total Staff No.	2008/09 Total Staff No.	Changes between 2007/08 and 2008/09		2008/09 Total Staff No.	2009/10 Total Staff No.	Estimated changes between 2008/09 and 2009/10	
			No.	% <i>change</i>			No.	% <i>change</i>
CityU	3 520	3 635	115	3.3%	3 635	3 744	109	3%
HKBU	1 162	1 223	61	5.2%	1 223	1 260	37	3%
LU	447	448	1	0.2%	448	459	11	2.5%
CUHK	4 227	4 336	109	2.6%	4 336	4 534	198	4.6%
HKIEd	989	1 095	106	10.7%	1 095	1 086	-9	- 0.8%
PolyU	2 876	3 037	161	5.6%	3 037	3 090	53	1.8%
HKUST	2 242	2 285	43	1.9%	2 285	2 298	13	0.6%
HKU	3 954	4 217	263	6.7%	4 217	4 384	167	4%

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

Reply Serial No.

EDB308

Question Serial No.

1762

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

Question:

What are the respective percentages of the payroll costs and senior staff salary expenses in the total expenditure of the funded institutions from the 2007/08 to 2009/10 academic years?

Asked by: Hon. CHEUNG Man-kwong

Reply:

Based on information provided by the University Grants Committee (UGC)-funded institutions, the expenditure in respect of staff salary and benefits, and its relative proportion as a percentage of the total recurrent expenditure in respect of UGC-funded activities in the 2007/08 and 2008/09 academic years, broken down by institution, are tabulated below –

	Institution							
	City University of Hong Kong	Hong Kong Baptist University	Lingnan University	The Chinese University of Hong Kong	The Hong Kong Institute of Education	The Hong Kong Polytechnic University	The Hong Kong University of Science and Technology	The University of Hong Kong
2007/08 Academic Year								
Staff salary and benefits* (\$m)	1,608.4	767.0	313.1	2,534.2	558.2	2,049.8	1,313.5	2,589.0
% of total recurrent expenditure	72.4%	74.3%	84.2%	72.5%	73.3%	71.1%	72.0%	72.6%
2008/09 Academic Year								
Staff salary and benefits* (\$m)	1,626.5	818.9	326.6	2,586.1	618.6	2,143.1	1,378.0	2,810.0
% of total recurrent expenditure	64.2%	74.6%	80.7%	73.2%	69.3%	71.1%	69.5%	73.0%

* Staff benefits include housing benefits, superannuation, gratuities, mandatory provident fund and other fringe benefits.

Information for 2009/10 is not yet available. Since the delinking of salary scales in 2003, the UGC has not sought to control for funding purposes the senior to junior ratio of staff in the institutions.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

11 March 2010

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

Reply Serial No.

EDB309

Question Serial No.

1763

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

Question:

Please list out the increase/decrease in the number of senior staff and the percentage of such increase/decrease in the overall staff number in each of the funded institutions from the 2007/08 to 2009/10 academic years.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The changes in the number of senior staff members, their percentage out of the total number of staff members and changes in the overall staff number in 2007/08 to 2009/10 provided by the eight University Grants Committee-funded institutions are at Annex.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

No. of Senior Staff Members, Change in the Number of Senior Staff Members and the Change in the Overall Staff Number by Institutions, 2007/08 to 2009/10 Academic Years

Note:

Senior staff members include professors, readers, senior lecturers (University Salary Scales (USS)-pay scales), principal lecturers, senior technical research staff, senior

	In 2007/08			In 2008/09			In 2009/10 (Estimated)		
	Total no. of staff	No. of senior staff (% out of total no. of staff)	Change in the no. of staff compared with previous year	Total no. of staff	No. of senior staff (% out of total no. of staff)	Change in the no. of staff compared with previous year	Total no. of staff	No. of senior staff (% out of total no. of staff)	Change in the no. of staff compared with previous year
CityU	2 418	244 (10.1%)	Senior staff: 9 All staff: 115	2 539	250 (9.8%)	Senior staff: 6 All staff: 121	2 616	252 (9.6%)	Senior staff: 2 All staff: 77
HKBU	1 219	128 (10.5%)	Senior staff: 1 All staff: 83	1 273	142 (11.2%)	Senior staff: 14 All staff: 54	1 358	146 (10.8%)	Senior staff: 4 All staff: 85
LU	447	51 (11.4%)	Senior staff: 6 All staff: 15	448	49 (10.9%)	Senior staff: -2 All staff: 1	459	50 (10.9%)	Senior staff: 1 All staff: 11
CUHK	4 227	370 (8.8%)	Senior staff: -2 All staff: 195	4 336	365 (8.4%)	Senior staff: -5 All staff: 109	4 534	361 (8%)	Senior staff: -4 All staff: 198
HKIEd	989	92 (9.3%)	Senior staff: 4 All staff: 33	1 095	112 (10.2%)	Senior staff: 20 All staff: 106	1 086	114 (10.5%)	Senior staff: 2 All staff: -9
PolyU	2 972	419 (14.1%)	Senior staff: 31 All staff: 171	3 097	436 (14.1%)	Senior staff: 17 All staff: 125	3 090	431 (13.9%)	Senior staff: -5 All staff: -7
HKUST	2 242	258 (11.5%)	Senior staff: 30 All staff: 29	2 285	292 (12.8%)	Senior staff: 34 All staff: 43	2 298	306 (13.3%)	Senior staff: 14 All staff: 13
HKU	3 946	390 (9.9%)	Senior staff: 7 All staff: 16	4 092	418 (10.2%)	Senior staff: 28 All staff: 146	4 125	444 (10.8%)	Senior staff: 26 All staff: 33

administrative staff and senior technical staff.

CityU City University of Hong Kong

LU Lingnan University

HKIEd The Hong Kong Institute of Education

HKUST The Hong Kong University of Science and Technology

HKBU Hong Kong Baptist University

CUHK The Chinese University of Hong Kong

PolyU The Hong Kong Polytechnic University

HKU The University of Hong Kong

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

Reply Serial No.

EDB310

Question Serial No.

1764

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

Question:

Please provide a breakdown of the number and proportion of contract teaching staff in the 8 UGC-funded institutions who have completed a 6-year contract but are not offered substantive appointment in the 2007/08 to 2009/10 academic years.

Asked by: Hon. CHEUNG Man-kwong

Reply:

According to information provided by the University Grants Committee-funded institutions, the number and proportion of teaching staff in the institutions who have completed a 6-year contract and whose appointments are not substantiated are as follows:

Institution	Number of teaching staff having completed a six-year contract and whose appointments are not substantiated (% out of all contract teaching staff)		
	2007/08	2008/09	2009/10 (Estimate)
City University of Hong Kong	82 (19%)	62 (13%)	56 (11%)
Hong Kong Baptist University	30 (22.6%)	25 (19%)	25 (18%)
Lingnan University	61 (52%)	63 (55%)	58 (51%)
The Chinese University of Hong Kong	8 (2 %)	11 (3 %)	7 (1.8%)
The Hong Kong Institute of Education	45 (21%)	47 (19%)	49 (21%)
The Hong Kong Polytechnic University	275 (42.1%)	276 (39.2%)	229 (33.5%)
The Hong Kong University of Science and Technology	7 (6.6%)	4 (3.6%)	3 (2.6%)
The University of Hong Kong	6 (1.5%)	3 (0.7%)	2 (0.4%)

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB311

Question Serial No.

1765

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

Question:

What are the numbers of staff leaving service and the expenditure incurred in the 2007/08 to 2009/10 academic years under the staff exit plans implemented by the funded institutions? What are the job titles and ranks of the leaving staff?

Asked by: Hon. CHEUNG Man-kwong

Reply:

According to information provided by the University Grants Committee (UGC)-funded institutions, the expenditure incurred by the institutions for implementation of exit plans for staff in the 2007/08 to 2009/10 academic years is shown at Annex A.

A breakdown of staff leaving the UGC-funded institutions under the institutions' exit plans by staff grades and job titles in the 2007/08 to 2008/09 academic years is at Annex B.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

**Breakdown of Expenditure for Implementation of Exit Plans
by UGC-funded Institutions in the 2007/08 to 2009/10 Academic Years**

Name of Institution	2007/08 (\$ million)	2008/09 (\$ million)	2009/10 (Estimated) (\$ million)
CityU	15.9	-	-
HKBU	-	-	-
LU	-	-	-
CUHK	-	-	-
HKIEd	-	-	-
PolyU	9.1	8.7	-
HKUST	-	-	-
HKU	-	-	-

"-" denotes no exit plan was/will be implemented.

CityU City University of Hong Kong

LU Lingnan University

HKIEd The Hong Kong Institute of Education

HKUST The Hong Kong University of Science
and Technology

HKBU Hong Kong Baptist University

CUHK The Chinese University of Hong Kong

PolyU The Hong Kong Polytechnic University

HKU The University of Hong Kong

**Breakdown of Staff Who Joined Exit Plans of UGC-funded Institutions by Staff Grades and Job Titles
for the 2007/08 to 2009/10 Academic Years**

A. 2007/08 academic year

Name of Institution	Staff grade [#]	Job title [#]	Number
CityU	Principal Lecturer (Non-USS* Pay Scale)	Principal Lecturer	6
	Senior Lecturer (Non-USS* Pay Scale)	Senior Lecturer	5
	Lecturer (Non-USS* Pay Scale)	Lecturer	9
	Total:		
HKBU	-	-	-
LU	-	-	-
CUHK	-	-	-
HKIEd	-	-	-
PolyU	Senior Lecturer / Lecturer (USS* Pay Scale)	Associate Professor / Assistant Professor	6
	Senior Lecturer / Lecturer (Non-USS* Pay Scale)	Senior Lecturer / Lecturer	3
	Junior Administrative / Others	Project Manager / Instructor / Executive Officer	3
		Clerical Staff / Campus Attendant / Labourer	8
	Junior Technical	Senior Technician and Technician	5
Total:			25
HKUST	-	-	-
HKU	-	-	-
Grand Total:			45

B. 2008/09 academic year

Name of Institution	Staff grade [#]	Job title [#]	Number
CityU	-	-	-
HKBU	-	-	-
LU	-	-	-
CUHK	-	-	-
HKIEd	-	-	-
PolyU	Reader / Senior Lecturer / Lecturer (USS* and Non-USS Pay Scales)	Professor / Associate Professor / Assistant Professor / Senior Lecturer	6
	Junior Administrative / Others	Manager / Assistant Manager / Assistant Officer	3
		Personal Secretary / Clerical Officer II / Typist / Office Assistant / Technician	6
	Total:		
HKUST	-	-	-

[#] Where it might be possible to identify individuals due to the small number of staff affected in a grade/job, some grades/job titles have been merged.

* USS refers to University Salary Scales

Name of Institution	Staff grade [#]	Job title [#]	Number
HKU	-	-	-
Grand Total:			15

C. 2009/10 academic year (estimate)

Name of Institution	Staff grade [#]	Job title [#]	Number
CityU	-	-	-
HKBU	-	-	-
LU	-	-	-
CUHK	-	-	-
HKIEd	-	-	-
PolyU	-	-	-
HKUST	-	-	-
HKU	-	-	-

[#] Where it might be possible to identify individuals due to the small number of staff affected in a grade/job, some grades/job titles have been merged.

* USS refers to University Salary Scales

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

Reply Serial No.

EDB312

Question Serial No.

1766

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

Question:

Please list out the departments that ran into a deficit, the amount involved and the number of staff thus laid off in each of the institutions in the academic years from 2007/08 to 2009/10 respectively.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The University Grants Committee (UGC) provides block grants to the institutions. Institutions are required to publish their accounts on an annual basis and have the autonomy to deploy resources within their institutions. We do not have details at the individual department level.

According to the UGC-funded institutions, their overall income and expenditure budgets for UGC-funded programmes are normally maintained at the institutional level. Individual departments are generally required to work within given expenditure limits for UGC-funded programmes and are not required individually to raise concomitant income. In other words, individual departments per se do not have "deficits" on their UGC-funded programmes, and hence the notion that staff may be laid off as a result does not apply.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB313

Question Serial No.

1767

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

Question:

What are the number and percentage of teaching staff with doctoral qualifications in each of the UGC-funded institutions from 2007/08 to 2009/10?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The number and percentage of full-time academic staff with doctoral degree or equivalent qualifications whose salaries are wholly funded by the University Grants Committee, broken down by institution, for the 2007/08 and 2008/09 academic years are set out at Annex. Information for 2009/10 is not yet available.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 15 March 2010 _____

Number of Full-time Academic Staff with Doctoral Degree or Equivalent Qualifications with Salaries Wholly Funded by the University Grants Committee from General Funds by Institution, 2007/08 and 2008/09

Institution	2007/08		2008/09	
	Headcount	As a % of all academic staff	Headcount	As a % of all academic staff
CityU	518	89.2%	537	90.4%
HKBU	282	94.2%	291	95.1%
LU	122	98.4%	120	97.6%
CUHK	805	95.4%	819	95.8%
HKIEd	220	88.0%	241	90.9%
PolyU	734	80.2%	773	81.5%
HKUST	421	100.0%	435	100.0%
HKU	825	94.9%	856	94.8%
Total	3 927	91.3%	4 072	91.9%

Note:

1. Figures for 2009/10 are not yet available.
2. Only full-time academic staff (including full-time visiting staff) of staff grades from professors to assistant lecturers of academic departments are counted. Part-time and supporting teaching staff are not included.

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

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

Reply Serial No.

EDB314

Question Serial No.

1768

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

Question:

What are the teacher-student ratios in various higher education institutions by different level of degrees?

Asked by: Hon. CHEUNG Man-kwong

Reply:

Student-teacher ratios of University Grants Committee (UGC)-funded institutions for the 2009/10 academic year are as follows:

Institution	Student-teacher ratio in full-time equivalent term (provisional figures)
City University of Hong Kong	9.8 : 1
Hong Kong Baptist University	12.0 : 1
Lingnan University	14.2 : 1
The Chinese University of Hong Kong	10.4 : 1
The Hong Kong Institute of Education	12.4 : 1
The Hong Kong Polytechnic University	11.2 : 1
The Hong Kong University of Science and Technology	11.3 : 1
The University of Hong Kong	10.6 : 1
Overall	10.9 : 1

The student-teacher ratio refers to the ratio of the number of students of UGC-funded programmes to the number of departmental academic staff (including staff grades from professor to academic supporting staff) with salaries wholly funded by the UGC. Since academic staff are not restricted to conduct courses at specific level of study, the ratio by level of study is not available.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB315

Question Serial No.

1769

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

Question:

Please provide details of the staff establishment, mode of employment and turnover rate of research assistants and senior research assistants in various funded institutions from 2007/08 to 2009/10 academic years.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The staff establishment, mode of employment and turnover rate of research assistants and senior research assistants of University Grants Committee (UGC)-funded institutions, broken down by institution in the 2007/08, 2008/09 and 2009/10 academic years are set out at Annex.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

Mode of Employment and Turnover Rate
of Research Assistants and Senior Research Assistants in UGC-funded institutions
in the 2007/08 to 2009/10 academic years

2007/08

Institution	Research Assistant				Senior Research Assistant			
	Turnover rate	Mode of Employment			Turnover rate	Mode of Employment		
		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*
CityU	16.9%	198	12	270	15.2%	95	12	84
HKBU	14.5%	28	8	64	4.3%	24	1	24
LU	33%	4	0	0	0%	5	0	0
CUHK	14%	132	4	21	0%	0	0	0
HKIED	38.1%	40	2	71	9.1%	14	0	8
PolyU	18%	173	26	283	13%	116	15	139
HKUST	10%	9	0	198	0%	0	0	0
HKU	23%	54	15	647	8.9%	27	4	92

2008/09

Institution	Research Assistant				Senior Research Assistant			
	Turnover rate	Mode of Employment			Turnover rate	Mode of Employment		
		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*
CityU	15.6%	197	20	296	14.9%	95	10	89
HKBU	15%	35	7	174	10%	34	1	96
LU	0%	2	0	0	77%	6	0	0
CUHK	10%	122	3	38	0%	0	0	0
HKIED	20.3%	73	4	120	22.9%	23	1	24
PolyU	14%	205	36	339	16%	127	30	160
HKUST	9%	12	0	171	0%	0	0	0
HKU	21.6%	66	8	647	17.6%	29	3	93

2009/10 (as at 31 January 2010)

Institution	Research Assistant				Senior Research Assistant			
	Turnover rate	Mode of Employment			Turnover rate	Mode of Employment		
		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*
CityU	10%	146	17	405	7.9%	83	6	153
HKBU	13%	19	4	149	10.5%	24	1	32
LU	0%	1	0	0	14%	8	0	0
CUHK	3%	98	3	59	0%	0	0	0
HKIEd	16.3%	73	30	93	6.7%	35	10	15
PolyU	8%	188	34	312	7%	108	29	146
HKUST	7.4%	16	0	208	0%	0	0	0
HKU	36%	68	5	636	25.8%	33	3	84

Notes:

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

* “Short-term contract” means contracts which are one year or less (including both full-time and part-time staff).

- CityU: Most research staff are appointed on short-term, project and need basis. As it is technically difficult to keep track of the number of short-term appointees, the turnover rate is calculated based on the departures of research staff whose appointments were longer than one year.
- HKBU: Most research staff are appointed on short-term project basis. The turnover rates are due to researchers from Mainland China resigning before contract completion to return to their home institution, further studies and career advancement, etc.
- LU: The higher turnover rates are mainly due to (a) the small base size of research staff; and (b) pursuit of career advancement by research staff in other fields such as teaching.
- CUHK: The common reasons for staff turnover are further studies, career advancement, self-employment, etc.
- HKIEd: Most research staff are appointed on short-term, project basis. The turnover rates are due to factors such as career advancement, etc.
- PolyU: Most of the outgoing research staff are appointed on short-term, project basis. “Research Assistant” only includes Research Assistant and “Senior Research Assistant” only includes Research Associate.
- HKUST: Appointment of research staff is on a short-term, project basis.
- HKU: The turnover rates are mainly due to appointment of short-term research staff on project basis.

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

Reply Serial No.

EDB316

Question Serial No.

1770

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

Question:

Please provide the maximum, minimum and average starting pay of Research Assistant and Senior Research Assistant in each of the UGC-funded institutions in the academic years from 2007/08 to 2009/10.

Asked by: Hon. CHEUNG Man-kwong

Reply:

Detailed information about the pay of Research Assistant (RA) and Senior Research Assistant (SRA) of each of the University Grants Committee (UGC)-funded institutions is not readily available. For the purpose of awarding research grants to institutions, the Research Grants Council of the UGC has, for the 2009/10 academic year, adopted the following in the calculation of salaries of RA and SRA:

RA	\$208,000 per year (i.e. \$17,333 per month)
SRA	\$332,000 per year (i.e. \$27,667 per month)

It should also be noted that the UGC-funded institutions have autonomy and flexibility in the deployment of block grants allocated to them within the UGC fundable ambits.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB317

Question Serial No.

1771

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

Question:

What is the shortfall of hostel places for local and non-local students in individual institutions from the 2007/08 to 2009/10 academic years?

Asked by: Hon. CHEUNG Man-kwong

Reply:

A review on the student hostel requirements of the University Grants Committee (UGC)-funded sector in the 2007/08 academic year showed that the UGC-funded institutions required some 30 500 publicly-funded hostel places. About 24 700 publicly-funded hostel places were available or under construction. The sector therefore had a shortfall of about 5 800 publicly-funded hostel places. As at the 2009/10 academic year, the requirement for publicly-funded hostel places reaches some 30 900 places, with 28 100 places available or under construction. The UGC-funded sector therefore has a shortfall of about 3 000 publicly-funded hostel places.

The position of respective institutions is summarized below –

Institutions	Shortfall in 2007/08	Shortfall in 2009/10
City University of Hong Kong	1 928	1 164
Hong Kong Baptist University	589	557
Lingnan University	70	-
The Chinese University of Hong Kong	421	592
The Hong Kong Institute of Education	-	-
The Hong Kong Polytechnic University	2 073	404
The Hong Kong University of Science and Technology	732	119
The University of Hong Kong	5	204
Total	5 818	3 040

The above figures have taken into account the needs of both local and non-local students. The allocation of student hostel places is a matter within institutional autonomy, and each institution has devised its own set of criteria and procedures for allocating student hostels among its students.

The above figures do not include projections of the number of hostel places needed in 2012/13 and beyond. To reduce further the existing shortfall and to cater for long-term development, we will continue to work with the UGC-funded institutions on their proposals for constructing new hostels, including joint hostels for shared use by institutions.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB318

Question Serial No.

1772

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

Question:

In the past four rounds of the Matching Grant Scheme, what are the amounts of grant matched by individual institutions and their respective uses?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The amounts of matching grants allocated to individual institutions during the past four rounds of Matching Grant Scheme are tabulated below -

Institutions	Matching Grants (\$ million)
City University of Hong Kong	219
Hong Kong Baptist University	275
Lingnan University	138
The Chinese University of Hong Kong	978
The Hong Kong Institute of Education	102
The Hong Kong Polytechnic University	464
The Hong Kong University of Science and Technology	625
The University of Hong Kong	1,000
The Open University of Hong Kong (OUHK)	70
Hong Kong Shue Yan University (HKSJU)	17
Total	3,888

For the eight University Grants Committee (UGC)-funded institutions, the matching grants can be used for activities within the ambit of UGC recurrent grants as well as for scholarships for meritorious non-local students; whereas for OUHK and HKSJU, the matching grants can be used to support locally-accredited self-financing programmes at degree or above level, to provide scholarships for meritorious students, and to support capital works projects.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

11 March 2010

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

Reply Serial No.

EDB319

Question Serial No.

1773

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

Question:

What are the number and ratio of non-local students in 2007/08 to 2009/10 academic years by level of study? Where do they come from?

Asked by: Hon. CHEUNG Man-kwong

Reply:

Figures on non-local students in University Grants Committee (UGC)-funded institutions in the 2007/08, 2008/09 and 2009/10 academic years by level of study and place of origin and as a percentage of total student enrolment are set out at Annex.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 15 March 2010 _____

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Level of Study and Place of Origin and as a Percentage of Total Student Enrolment, in 2007/08 to 2009/10*
Academic Years**

Year	Level of Study #	The Mainland of China	Other places in Asia	The Rest of the World	Total [^]	As % of total student enrolment
2007/08	SD	1	-	-	1	@
	Ug	3 658	218	103	3 979	7.5%
	TPg	56	19	13	88	2.0%
	RPg	3 036	110	79	3 225	54.9%
	Total	6 751	347	195	7 293	10.3%
2008/09	SD	2	1	2	5	0.1%
	Ug	4 348	286	156	4 790	8.7%
	TPg	39	13	6	58	1.5%
	RPg	3 324	118	98	3 539	59.4%
	Total	7 713	418	262	8 392	11.6%
2009/10*	SD	2	2	2	6	0.1%
	Ug	4 562	436	193	5 191	9.2%
	TPg	35	12	6	53	1.5%
	RPg	3 830	146	107	4 083	64.6%
	Total	8 429	596	308	9 333	12.6%

Note:

1. The place of origin for non-local students refers to their nationality.
2. Research postgraduate figures include only students funded by UGC within their normal study periods.
3. * Provisional figures.
4. # SD: Sub-degree
Ug: Undergraduate
TPg: Taught Postgraduate
RPg: Research Postgraduate
5. ^ Figures may not add up to the corresponding totals due to rounding.
6. - denotes 'nil'.
7. @ denotes less than 0.05%.

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

Reply Serial No.

EDB320

Question Serial No.

1774

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

Question:

What was the quota of exchange students allocated and the subsidy granted by the Government to each of the funded institutions in the 2007/08 and to 2010/11 academic years respectively?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The University Grants Committee (UGC) and the Government have all along been supportive of institutions' efforts to provide exchange opportunities to students. Since 2003, the Government has launched four rounds of Matching Grant Scheme (MGS) of \$1 billion each for awarding grants to institutions to match private donations secured by them. The 2010-11 Budget has proposed that another \$1 billion be allocated to launch the fifth round. We have encouraged UGC-funded institutions to make use of the funds available from the MGS for, among others, exchange programmes, promoting internationalisation, and providing scholarships for non-local students.

The numbers of incoming and outgoing exchange students of UGC-funded institutions in the 2007/08 and 2008/09 academic years are set out at Annex. Figures of the 2009/10 and 2010/11 academic years are not yet available.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

Numbers of Incoming and Outgoing Exchange Students of UGC-funded Full-time Undergraduate and Postgraduate Programmes in 2007/08 and 2008/09 Academic Years

Institution	Incoming ¹		Outgoing ²	
	2007/08	2008/09	2007/08	2008/09
CityU	409	499	374	530
HKBU	203	231	129	171
LU	140	177	144	171
CUHK	696	710	611	617
HKIED	66	87	39	87
PolyU	458	445	498	528
HKUST	506	522	497	635
HKU	702	810	480	512
Total	3 180	3 481	2 772	3 251

1. Incoming exchange students refer to those exchange students who come from non-local partner institutions and enrol in credit-bearing courses of UGC-funded full-time programmes for at least one semester (including summer semester) due to exchange activities.
2. Outgoing exchange students refer to those students of UGC-funded full-time programmes who enrol in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.

CityU City University of Hong Kong
 LU Lingnan University

HKBU Hong Kong Baptist University
 CUHK The Chinese University of Hong Kong

HKIED The Hong Kong Institute of Education

PolyU The Hong Kong Polytechnic University

HKUST The Hong Kong University of Science and Technology

HKU The University of Hong Kong

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

Reply Serial No.

EDB321

Question Serial No.

1775

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

Question:

What are the number of subvented senior year undergraduate places for associate degree graduates, the number of such places in various institutions and their distribution by academic programme from 2007/08 to 2010/11?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The number of University Grants Committee-funded senior year undergraduate places, by institutions and by academic programme from the 2007/08 to 2010/11 academic years is at Annex.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

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

Reply Serial No.

EDB322

Question Serial No.

1776

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

Question:

What are the amounts of funding allocated to institutions for on-going Areas of Excellence (AoE) projects monitored by the University Grants Committee (UGC)?

Asked by: Hon. CHEUNG Man-kwong

Reply:

Details of the 13 on-going AoE projects are as follows:

First Round Exercise

Center for Plant and Agricultural Biotechnology

Total Approved Funding: \$63.82 million (HK\$38.82 million + \$25 million Sustained Funding)

Co-ordinating Institution: The Chinese University of Hong Kong

Second Round Exercise

Molecular Neuroscience: Basic Research & Drug Discovery

Total Approved Funding: \$54.3 million (\$26.8 million + \$27.5 million Sustained Funding)

Co-ordinating Institution: The Hong Kong University of Science and Technology

Chinese Medicine Research and Further Development

Total Approved Funding: \$32.99 million (\$25 million + \$7.99 million Sustained Funding)

Co-ordinating Institution: The Chinese University of Hong Kong

Institute of Molecular Technology for Drug Discovery and Synthesis

Total Approved Funding: \$64.8 million (\$48 million + \$16.8 million Sustained Funding)

Co-ordinating Institution: The University of Hong Kong

Third Round Exercise

Developmental Genomics and Skeletal Research

Total Approved Funding: \$50 million

Co-ordinating Institution: The University of Hong Kong

Centre for Marine Environmental Research and Innovative Technology

Total Approved Funding: \$68.58 million (\$45 million + \$23.58 million Sustained Funding)

Co-ordinating Institution: The University of Hong Kong

(Former Co-ordinating Institution: The City University of Hong Kong (from 1 April 2004 to 19 January 2010))

Fourth Round Exercise

Centre for Research into Circulating Fetal Nucleic Acids

Total Approved Funding: \$29.92 million

Co-ordinating Institution: The Chinese University of Hong Kong

Control of Pandemic and Inter-Pandemic Influenza
Total Approved Funding: \$76 million
Co-ordinating Institution: The University of Hong Kong

Fifth Round Exercise

Institute of Network Coding
Total Approved Funding: \$80.27 million
Co-ordinating Institution: The Chinese University of Hong Kong

The Historical Anthropology of Chinese Society
Total Approved Funding: \$23.45 million
Co-ordinating Institution: The Chinese University of Hong Kong

Center for Nasopharyngeal Carcinoma Research
Total Approved Funding: \$92 million
Co-ordinating Institution: The University of Hong Kong

Institute of Molecular Functional Materials
Total Approved Funding: \$92 million
Co-ordinating Institution: The University of Hong Kong

Theory, Modeling, and Simulation of Emerging Electronics
Total Approved Funding: \$90 million
Co-ordinating Institution: The University of Hong Kong

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	11 March 2010

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

Reply Serial No.

EDB324

Question Serial No.

1778

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

Question:

What were the number of cases of staff grievances handled by each institution, the solicitors' fees, litigation costs as well as overall expenditure involved in the academic years from 2007/08 to 2009/10 respectively?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The number of cases of staff grievance/complaint that have reached the formal stage of the institutions' grievance procedures, and the legal costs involved in the academic years from 2007/08 to 2009/10 provided by the UGC-funded institutions are listed below. Institutions advised that the legal costs involved were for legal advice/consultation services, and no litigation costs have been incurred.

	2007/08		2008/09		2009/10 ^(Note 1)	
	No. of Staff Complaint/ Grievance Cases Handled	Legal Fee Involved (\$) (Note 2)	No. of Staff Complaint/ Grievance Cases Handled	Legal Fee Involved (\$) (Note 2)	No. of Staff Complaint/ Grievance Cases Handled	Legal Fee Involved (\$) (Note 2)
CityU	0	-	19	284,000	0	-
HKBU	2	256,000	2	62,000	1	Not yet available
LU	4	171,000	4	112,000	0	-
CUHK	2	0	4	32,000	5	12,000
HKIEd	5 ^(Note 3)	95,000	1	260,000	0	107,000 (Note 4)
PolyU	2	0	1	0	0	0
HKUST	1 ^(Note 5)	0	0	-	0	-
HKU	1	317,000	2	423,000	1 ^(Note 6)	61,000

Notes:

1. As at end-February 2010.
2. Rounded to nearest \$1,000.
3. Including one case brought forward from 2006/07.
4. The expenses were incurred for the case in 2008/09.
5. Including one case brought forward from 2006/07.
6. Including one case brought forward from 2008/09.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB325

Question Serial No.

1779

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

Question:

What are the reasons for creating two permanent posts in the UGC Secretariat in 2010-11 and the increase in the estimate of the general departmental expenses?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The UGC Secretariat has planned to replace two non-civil service contract staff by two civil service posts in 2010-11 to provide general administrative support to the department.

The increase in general departmental expenses in the UGC Secretariat in 2010-11 is mainly due to an increase in research grant application review fees, arising from both the increase in research grant applications and the increased appointment of overseas academics under the Research Grants Council to participate in the assessment of research grant applications.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	12 March 2010

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

Reply Serial No.

EDB326

Question Serial No.

2291

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

Question:

As mentioned in paragraph 114 of the 2010 Budget Speech, the Financial Secretary proposed to allocate \$1 billion to launch the fifth Matching Grant Scheme (MGS) which will, for the first time, cover all 12 degree-awarding institutions. As for the fourth MGS, the total of \$1 billion matching grant was fully granted to eight UGC-funded institutions, Hong Kong Shue Yan University and the Open University of Hong Kong. In this connection, will the Government provide the details of the package and matching principles of the fifth MGS? Will the Government consider conducting an interim review on further adjustment to grant for the 12 institutions?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

It is our proposal that the Fifth Matching Grant Scheme (MGS) will comprise of \$1 billion matching grant and will cover all of the 12 local degree-awarding institutions in Hong Kong, namely the eight University Grants Committee-funded institutions, the Open University of Hong Kong, the Hong Kong Shue Yan University, the Hong Kong Academy for Performing Arts and the Chu Hai College of Higher Education. The Fifth MGS will adopt essentially the same basic terms and conditions of the Fourth MGS, with a slightly lower ceiling of the maximum amount of grants that can be received by each institution, to give the smaller or younger institutions a better chance of securing grants.

The Government will consult the Legislative Council Panel on Education on the details of the Fifth MGS and will seek funding approval from the Finance Committee of the Legislative Council. Subject to funding approval, the Fifth MGS will be open for application from 1 June 2010.

The Government provides around \$11 billion of recurrent subvention funding to the University Grants Committee each year. The Matching Grant Scheme is a non-recurrent initiative aiming to strengthen the fund-raising capability of the institutions and cultivate a philanthropic culture. The matching funds secured under this scheme represent additional resources to support institutions' development. Based on the principle of prudent financial management, the Administration considers it suitable to maintain the scale of the scheme at \$1 billion for the fifth round.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	12 March 2010

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

Reply Serial No.

EDB327

Question Serial No.

2519

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

Question:

In respect of the preparation for the change to a four-year normative undergraduate programme, the timeline for related work, such as construction works, drawing up of new curricula and admissions, is very tight. What are the specific work targets and plans for 2010-11?

Asked by: Hon. TAM Yiu-chung

Reply:

The University Grants Committee (UGC)-funded institutions are progressing well in preparing for the change to a four-year normative undergraduate programme in various aspects: including construction works; curriculum development; admissions; IT systems; and communication with stakeholders.

Generally good progress has been made in respect of the 12 capital works projects necessary for the implementation of the new four-year undergraduate programme. The construction works for all these projects, which have obtained the Legislative Council's funding approval, have already commenced. According to institutions' latest projections, all the projects will be completed before the commencement of the four-year normative undergraduate programme in September 2012. The UGC is closely monitoring the progress of these projects, and, where necessary, will invite the institutions to consider the need for contingency plans having regard to the progress.

Institutions are focusing their efforts on curriculum development, such as developing and increasing the number and type of General Education courses, and devising more substantial and intensive training for language enhancement. Some UGC-funded institutions are planning for the early introduction, in the 2010/11 academic year, of new curriculum features under the new academic structure, to prepare themselves for the 2012/13 academic year and to allow current students to benefit from the broadened curriculum.

In January 2010, the UGC-funded institutions reaffirmed the minimum entrance requirements for eligibility for admission to four-year undergraduate programmes which are Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies, plus one or two elective subjects, or subjects required by the programme / faculty, in the Hong Kong Diploma of Secondary Education Examination.

The institutions will develop and update their student administration and information systems to support the new four-year normative curriculum and to accommodate the additional workload arising from the double cohort in the 2012/13 academic year. The institutions will also enhance communication and engagement of stakeholders, such as students, parents, teachers, principals, to facilitate their understanding of the new curriculum structure and the interface with the higher education sector, such as admission requirements and the new four-year programme structure.

In all these the UGC plays a supportive and facilitating role, by providing financial support, offering independent advice, and liaising between the Government and the UGC-funded institutions. We have established a dedicated “3+3+4 Group” which provides a platform for supporting and overseeing institutions’ preparatory work in this significant exercise. The Government has also made available, through the UGC, \$548.5 million one-off funding for the eight UGC-funded institutions to allow for the early engagement of academic and support staff, the development of the new programme, and the development of administrative systems. The UGC has so far released \$143.3 million to institutions and the remaining sum will be allocated over the 2010/11 and 2011/12 academic years. Starting from December 2008, the UGC has also been sponsoring a series of 12 idea-sharing symposia, hosted by institutions in turn, to bring together relevant stakeholders and sectors representatives in discussing “3+3+4” topics such as interface issues, admissions, core curriculum activities, etc.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

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

Reply Serial No.

EDB328

Question Serial No.

2520

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

Question:

Please provide a breakdown by institution and programme of the additional publicly-funded Year 2 and Year 3 places at undergraduate level to be provided for sub-degree graduates in the 2010/11 academic year?

Asked by: Hon. TAM Yiu-chung

Reply:

A breakdown by institution, programme and year of study, of the approved senior year places of the University Grants Committee-funded undergraduate programmes for the 2010/11 academic year is set out at Annex.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

**Approved senior year places (in full-time equivalent term) of University Grants
Committee-funded undergraduate programmes for the 2010/11 academic year by
institution, programme and year of study**

Institution	Programme	Year 2	Year 3
CityU	Bachelor of Arts	149	149
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	40	40
	Bachelor of Science	53	53
	Bachelor of Social Sciences	156	156
	Sub-total	684	684
HKBU	Bachelor of Arts	59	59
	Bachelor of Business Administration	42	42
	Bachelor of Science	31	31
	Bachelor of Social Sciences*	46	46
	Sub-total	178	178
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	Sub-total	124	124
CUHK	Bachelor of Arts	34	34
	Bachelor of Business Administration	10	10
	Bachelor of Engineering	30	30
	Bachelor of Nursing	60	0
	Bachelor of Science	15	15
	Bachelor of Social Sciences	6	6
Sub-total	155	95	
PolyU	Bachelor of Arts	226	226
	Bachelor of Business Administration	48	48
	Bachelor of Business Administration / Bachelor of Science	85	85
	Bachelor of Engineering	93	93
	Bachelor of Science	242	242
	Sub-total	694	694
HKUST	Bachelor of Engineering	57	57
	Sub-total	57	57
HKU	Bachelor of Arts	27	27
	Bachelor of Science	48	48
	Bachelor of Social Sciences	20	20
	Sub-total	95	95
Total		1 987	1 927

Notes:

- * Including Bachelor of Social Work
- CityU: City University of Hong Kong HKBU: Hong Kong Baptist University
LU: Lingnan University CUHK: The Chinese University of Hong Kong
PolyU: The Hong Kong Polytechnic University HKUST: The Hong Kong University of Science and
HKU: The University of Hong Kong Technology
- The Hong Kong Institute of Education does not have any senior year undergraduate places.

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

Reply Serial No.

EDB329

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

Question Serial No.

2521

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

Please give a breakdown of the number of non-local students in the University Grants Committee (UGC)-funded institutions in the 2009/10 academic year by institution, country/place of origin of the student, and undergraduate/postgraduate programme.

Asked by: Hon. TAM Yiu-chung

Reply:

Figures on non-local students in University Grants Committee (UGC)-funded institutions in the 2009/10 academic year by institution, level of study and place of origin are set out at Annex.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution,
Level of Study and Place of Origin, 2009/10 (Provisional Figures)**

Institution	Level of Study #	Place of Origin			Total
		The Mainland of China	Other Places in Asia	The Rest of the World	
CityU	Ug	636	31	20	687
	TPg	3	-	3	6
	RPg	420	13	10	443
	Sub-total	1 059	44	33	1 136
HKBU	Ug	428	6	2	436
	TPg	2	-	-	2
	RPg	149	-	1	150
	Sub-total	579	6	3	588
LU	Ug	180	12	10	202
	RPg	27	-	-	27
	Sub-total	207	12	10	229
CUHK	Ug	848	99	35	982
	TPg	4	-	1	5
	RPg	997	19	17	1 033
	Sub-total	1 849	118	53	2 020
HKIEd	Ug	227	-	-	227
	TPg	9	-	-	9
	Sub-total	236	-	-	236
PolyU	Ug	818	50	23	891
	RPg	392	22	9	423
	Sub-total	1 210	72	32	1 314
HKUST	Ug	517	108	34	659
	RPg	754	30	11	795
	Sub-total	1 271	138	45	1 454
HKU	Ug	908	130	69	1 107
	TPg	17	12	2	31
	RPg	1 091	62	59	1 212
	Sub-total	2 016	204	130	2 350
All institutions	Ug	4 562	436	193	5 191
	TPg	35	12	6	53
	RPg	3 830	146	107	4 083
	Total	8 427	594	306	9 327

Notes :

1. Research postgraduate figures include only students funded by UGC within their normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. '-' denotes 'nil'.
4. '#' Ug: Undergraduate
TPg: Taught Postgraduate
RPg: Research Postgraduate

CityU City University of Hong Kong

LU Lingnan University

HKIEd The Hong Kong Institute of Education

HKUST The Hong Kong University of Science and Technology

HKBU Hong Kong Baptist University

CUHK The Chinese University of Hong Kong

PolyU The Hong Kong Polytechnic University

HKU The University of Hong Kong

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

Reply Serial No.

EDB330

Question Serial No.

2522

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

Question:

Please provide a breakdown, by institution, of student hostel projects and number of hostel places to be provided that are under construction and planning; and by hostel places for local and non-local students respectively, of the supply and shortfall of such places in each institution in the 2010/11 academic year and the next two (2011/12 and 2012/13) academic years.

Asked by: Hon. TAM Yiu-chung

Reply:

The following six student hostels are under construction by the University Grants Committee (UGC)-funded institutions –

Institutions	No. of hostel places under construction
City University of Hong Kong	700
Lingnan University	600
The Chinese University of Hong Kong	1 500
The Hong Kong Polytechnic University	1 650
The Hong Kong University of Science and Technology	701
The University of Hong Kong	1 800
Total	6 951*

* Including some 380 privately-funded hostel places.

One joint hostel project is under detailed planning by the institutions –

Institutions	No. of hostel places under planning
Hong Kong Baptist University	150
The Hong Kong University of Science and Technology	370
Total	520

In the 2009/10 academic year, the UGC-funded institutions require some 30 900 publicly-funded hostel places. About 28 100 publicly-funded hostel places are available or under construction. The UGC-funded sector therefore has a shortfall of about 3 000 publicly-funded hostel places. The position of respective institutions is summarized below –

Institutions	No. of publicly-funded hostel places required	No. of publicly-funded hostel places available/under construction	Shortfall
City University of Hong Kong	4 676	3 512	1 164
Hong Kong Baptist University	2 268	1 711	557
Lingnan University	1 070	1 300	-
The Chinese University of Hong Kong	6 097	5 505	592
The Hong Kong Institute of Education	2 000	2 000	-
The Hong Kong Polytechnic University	5 058	4 654	404
The Hong Kong University of Science and Technology	3 826	3 707	119
The University of Hong Kong	5 896	5 692	204
Total	30 891	28 081	3 040

The above figures have taken into account the needs of both local and non-local students in the 2009/10 academic year. The allocation of student hostel places is a matter within institutional autonomy, and each institution has devised its own set of criteria and procedures for allocating student hostels among its students.

It is estimated that the institutions' requirement for publicly-funded hostel places in the 2010/11 and 2011/12 academic years will be similar to that in the 2009/10 academic year.

Taking into account the additional demand for hostel places arising from the implementation of the new academic structure for senior secondary education and higher education ("3+3+4") and other new developments such as the creation of more new research postgraduate places, institutions will require some 2 100 more hostel places in the 2012/13 academic year. If all institutions are to utilise fully their non-local student quota of 20% of approved student number targets, an additional 6 500 hostel places will be required.

To reduce further the existing shortfall and to cater for long-term development, we will continue to work with the UGC-funded institutions on their proposals for constructing new hostels, including joint hostels for shared use by institutions.

Signature _____
Name in block letters Michael V Stone
Post Title Secretary-General, University Grants Committee
Date 15 March 2010

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

Reply Serial No.

EDB331

Question Serial No.

2698

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

Question:

The Estimate of the UGC for 2010-11 is \$10,982.2 million, which is lower than the revised estimate for 2009-10 by 4.9%. In this connection, please list out:

- (a) the reduction in research grants allocation from the Government to the RGC after the set up of the REF in 2009 and its details,
- (b) the effect of the 2009 pay adjustment and its details,
- (c) the higher recurrent grants to UGC-funded institutions as a result of price adjustments and its details,
- (d) the increased funding for additional research postgraduate places and its details,
- (e) the increased funding for knowledge transfer activities and its details,
- (f) the rank, duties and remuneration of the two posts to be created in 2010-11.

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

- (a) The 2010/11 academic year is the first full year in which the bulk of funding for research projects under the Research Grants Council (RGC) will come from the investment income of the Research Endowment Fund. In the 2009/10 academic year, the research grants allocation from the recurrent subvention to the RGC is \$606 million. In the 2010/11 academic year, we have initially earmarked \$775 million for research, \$675 million from the investment income of the Fund and \$100 million from the recurrent subvention. This translates into a corresponding reduction in funding in terms of the 2010-11 Government financial year.
- (b) The effect of the 2009 civil service pay adjustment on the recurrent grants of 2010-11 is a reduction of approximately \$250 million.
- (c) The increase in recurrent grants for 2010-11, as a result of price level adjustment, is approximately \$50 million.
- (d) Following the Government's initiative to increase progressively the number of research postgraduate places, there will be 369 additional places in 2009/10, 540 additional places in 2010/11 and up to 800 additional places in 2011/12. The increase in funding for the progressive increase in research postgraduate places in 2010-11 is approximately \$80 million.
- (e) The increased funding of approximately \$13 million for knowledge transfer activities in 2010-11 represents the full year impact of the new funding as compared against the 9-month provision in 2009-10.

- (f) The UGC Secretariat has planned to replace two non-civil service contract staff by two civil service posts in 2010-11 to provide general administrative support to the department. Details are as below: –

Civil Service Post	Duties	Master Pay Scale
Executive Officer II	To assist in organizing meetings, visits, publicity programmes and events of the University Grants Committee, Research Grants Council, Quality Assurance Council, their Sub-committees, Groups and Panels etc.	Pt. 17 – 27 (\$22,985 - \$36,740)
Assistant Clerical Officer	To assist our Research Section in processing applications under different funding schemes related to research grants, e.g. Areas of Excellence, Collaborative Research Fund, Joint Research Scheme, etc.	Pt. 3 – 15 (\$10,190 - \$20,835)

Signature _____
Name in block letters Michael V Stone
Post Title Secretary-General, University Grants Committee
Date 12 March 2010

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

Reply Serial No.

EDB332

Question Serial No.

2699

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

Question:

In 2010-11, the UGC will consider with the UGC-funded institutions gradual and sustainable ways to increase the number of non-local students up to the 20 per cent target. Please provide the details, the timetable, the manpower and the funding required for such work.

Asked by: Hon. LAU Sau-sing, Patrick

Reply:

The University Grants Committee (UGC) has long been an advocate for a more internationalised campus and we provided a one-off matching grant of \$5 million to each of the eight UGC-funded institutions in 2005 to help them build up institutional capacity in internationalisation. This coincided with previous decisions of the Government to raise the ceiling quota for non-local students from 2% to 4% and then 10%. Starting in the 2008/09 academic year, the non-local student quota ceiling for UGC-funded sub-degree, degree and taught post-graduate courses was increased from 10% to 20% of the respective approved student number targets. (No quota restriction is imposed on the admission of research post-graduate students in publicly-funded programmes.) The percentage of non-local undergraduate students across the whole UGC-funded sector rose from 4% in the 2005/06 academic year to 9% in the 2009/10 academic year (provisional).

The 20% quota represents the upper limit of the number of non-local students that may be admitted by institutions. Institutions consider their own circumstances and capacity in deciding the timetable and phasing for increasing the admission of non-local students.

We are aware from discussions with institutions about their plans to increase non-local student numbers that the availability of hostel places is a major factor constraining their capacity to do so. Since 2008, we have secured the Legislative Council's approval for about \$2,100 million to construct some 6 600 hostel places, and these will certainly help ease the pressure on hostel places for both local and non-local students. We will continue to work with institutions on new hostel projects.

Apart from hostels, the Government has introduced various initiatives which are conducive to institutions' efforts in attracting quality non-local students. The Government has established a HKSAR Government Scholarship Fund of \$1 billion which caters for both local and non-local students in publicly-funded full-time programmes at degree or above level. Since 2003, the Government has also launched four rounds of the Matching Grant Scheme (MGS), and the 2010-11 Budget has proposed that another \$1 billion be allocated to launch the fifth round. We have encouraged UGC-funded institutions to make use of the funds available from the MGS for, among others, promoting internationalisation, exchange programmes, and providing scholarships for non-local students.

The UGC's work in considering with the UGC-funded institutions gradual and sustainable ways to increase the number of non-local students up to the 20% target is on-going, and is absorbed by the existing manpower in the UGC Secretariat.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB333

Question Serial No.

3014

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

Question:

The Government proposes to allocate \$1 billion to launch the fifth round of the Matching Grant Scheme for higher education institutions. What are the details of the Scheme?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

It is our proposal that the Fifth Matching Grant Scheme (MGS) will comprise of \$1 billion matching grant and will cover all of the 12 local degree-awarding institutions in Hong Kong, namely the eight University Grants Committee-funded institutions, the Open University of Hong Kong, the Hong Kong Shue Yan University, the Hong Kong Academy for Performing Arts and the Chu Hai College of Higher Education. The Fifth MGS will adopt essentially the same basic terms and conditions of the Fourth MGS, with a slightly lower ceiling of the maximum amount of grants that can be received by each institution, to give the smaller or younger institutions a better chance of securing grants.

The Government will consult the Legislative Council Panel on Education on the details of the Fifth MGS and will seek funding approval from the Finance Committee of the Legislative Council. Subject to funding approval, the Fifth MGS will be open for application from 1 June 2010.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

12 March 2010

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

Reply Serial No.

EDB336

Head: 708

Subhead (No. & title): 8010EL The Hong Kong University of
Science and Technology – New academic
building

Question Serial No.

0642

Programme: Capital Subventions

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

The 2010-11 estimate for 8010EL – New academic building of HKUST is \$130,000,000, as against \$211,400,000 in the original estimate stated in the paper PWSC(2008-09)71 endorsed by the Public Works Subcommittee on 11 February 2009 and approved by the Finance Committee on 24 April 2009. What are the reasons for the decrease in the estimate? Will the completion date be deferred because of the decrease?

Asked by: Hon. Shek Lai-him, Abraham

Reply:

The 2010-11 estimate for the Hong Kong University of Science and Technology (HKUST)'s "New academic building" is lower than the estimated expenditure shown in PWSC(2008-09)71 mainly due to lower-than-expected tender price for the main contract and re-scheduling of works. According to HKUST's latest projection, the target completion date of the project is slightly deferred from the fourth quarter of 2011 to the first quarter of 2012, which is still well before the commencement of the new normative four-year undergraduate programme in September 2012.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB337

Head: 708 Subhead (No. & title): 8026EK The Hong Kong Polytechnic
University – Phase 8 development
Programme: Capital Subventions

Question Serial No.

0643

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

According to the paper PWSC(2008-09)73 endorsed by the Public Works Subcommittee on 11 February 2009 and approved by the Finance Committee on 24 April 2009, PolyU had planned to phase expenditure for the project of “Phase 8 development” in 5 phases from 2009 to 2014. In 2009-10 and 2010-11, *i.e.*, the first phase and the second phase, the planned allocations were \$213,000,000 and \$382,300,000 respectively. Yet the revised estimate for the project in 2009-10 is only \$140,000,000 and the estimate for the project in 2010-11 is also reduced to \$152,200,000. Why the estimate for the project has been adjusted downwards for 2 consecutive years? Will that cause delays for the project?

Asked by: Hon. Shek Lai-him, Abraham

Reply:

The 2009-10 revised estimate and 2010-11 estimate for the Hong Kong Polytechnic University (PolyU)’s “Phase 8 development” are lower than the respective estimated expenditure shown in PWSC(2008-09)73 mainly due to lower-than-expected tender price for the site formation and foundation works contract, and re-scheduling of construction works for the underpass to comply with the gazettal requirement under the Roads (Works, Use and Compensation) Ordinance. PolyU will take measures to expedite the project by, for example, commencing superstructure works upon sectional completion of the underpass, so as to complete the project as scheduled, *i.e.* within the third quarter of 2012 as stated in PWSC(2008-09)73.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB338

Question Serial No.

3147

Head: 708 Subhead : 8053EF The Chinese University of Hong Kong –
1 500-place student hostel

Programme: Capital Subventions

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

The Administration indicates that the approved estimate for the “1500-place student hostel” is \$466.4 million, but the estimated expenditure for 2010-11 is only \$50 million. What is the reason for that? What is the timetable for using the remaining allocation of \$416.4 million? How can the progress of the works be expedited to keep in line with the Government’s policy of developing Hong Kong as a regional education hub?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

In addition to the public funding of \$466.4 million, The Chinese University of Hong Kong (CUHK) will contribute some \$628.1 million to the project from its private sources of funding which will be expended before the public funding is drawn. According to CUHK’s latest projection, some \$50 million public funding will be expended in 2010-11 after their private funding has been fully deployed. The remaining public funding will be expended in 2011-12 and 2012-13. In order to provide additional hostel places as early as possible, the project will be completed in two phases, providing 900 and 600 hostel places in the first and fourth quarter of 2011 respectively. CUHK will closely monitor the progress of the project. According to CUHK’s latest projection, the whole project can be completed in late 2011 as scheduled.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB339

Question Serial No.

3148

Head: 708 Subhead : 8053EG The University of Hong Kong – 1800-place
student residences at Lung Wah Street, Kennedy Town

Programme: Capital Subventions

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

The Administration indicates that the approved estimate for the “1800-place student residences at Lung Wah Street, Kennedy Town” is \$643.6 million, but the estimated expenditure for 2010-11 is only \$55 million. What is the reason for that? What is the timetable for using the remaining allocation of \$588.6 million? How can the progress of the works be expedited to keep in line with the Government’s policy of developing Hong Kong as a regional education hub?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

In addition to the public funding of \$643.6 million, The University of Hong Kong (HKU) will contribute some \$300.8 million to the project from its private sources of funding which will be expended before the public funding is drawn. According to HKU’s latest projection, some \$55 million public funding will be expended in 2010-11 after their private funding has been fully deployed. The remaining public funding will be expended in 2011-12 to 2013-14. Commencement of construction works for the project was delayed from late 2008 to April 2009 as HKU made post-tender negotiation/addendum with the contractors in order to save project cost. To ensure that the project will be completed by the third quarter of 2012 (*i.e.* before the start of the 2012/13 academic year), HKU will closely monitor progress and explore with the contractor possible means to expedite the project without incurring additional money.

Signature _____

Name in block letters _____

Michael V Stone

Post Title _____

Secretary-General, University Grants Committee

Date _____

15 March 2010

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

Reply Serial No.

EDB340

Head: 708

Subhead: 8023EJ City University of Hong Kong – Student
hostel, phase 4 (700 places)

Question Serial No.

3149

Programme: Capital Subventions

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

The Administration indicates that the approved estimate for the “Student hostel, phase 4 (700 places)” is \$182 million, but the estimated expenditure for 2010-11 is only \$70 million. What is the reason for that? What is the timetable for using the remaining allocation of \$112 million? How can the progress of the works be expedited to keep in line with the Government’s policy of developing Hong Kong as a regional education hub?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

In addition to the public funding of \$182 million, City University of Hong Kong (CityU) will contribute some \$60.6 million to the project from its private sources of funding which will be expended before the public funding is drawn. According to CityU’s latest projection, some \$70 million public funding will be expended in 2010-11 after their private funding has been fully deployed. The remaining public funding will be expended in 2011-12 and 2012-13. CityU will closely monitor progress with a view to completing the project as scheduled *i.e.* fourth quarter of 2011.

Signature _____

Name in block letters _____ Michael V Stone

Post Title _____ Secretary-General, University Grants Committee

Date _____ 15 March 2010

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

Reply Serial No.

EDB341

Question Serial No.

3150

Head: 708 Subhead: 8013EL The Hong Kong University of Science and
Technology – 701-place student residences

Programme: Capital Subventions

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

The Administration indicates that the approved estimate for the “701-place student residences” is \$201.3 million, but the estimated expenditure for 2010-11 is only \$50 million. What is the reason for that? What is the timetable for using the remaining allocation of \$151.3 million? How can the progress of the works be expedited to keep in line with the Government’s policy of developing Hong Kong as a regional education hub?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

In addition to the public funding of \$201.3 million, The Hong Kong University of Science and Technology (HKUST) will contribute some \$67.1 million to the project from its private sources of funding which will be expended before the public funding is drawn. According to HKUST’s latest projection, some \$50 million public funding will be expended in 2010-11 after their private funding has been fully deployed. The remaining public funding will be expended in 2011-12 and 2012-13. Commencement of construction works for the project has been delayed from the third quarter of 2009 to the second quarter of 2010 as the scope of slope hazard mitigation and stabilization works is larger than expected. HKUST will take measures to expedite the project by, for example, advancing site preparation works such as tree pruning and transplanting with a view to completing the project by mid 2012 (i.e. before the start of the 2012/13 academic year).

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2010