

For information

Legislative Council Panel on Education
Follow-up to meeting on 14 October 2010

Introduction

In response to Members' request at the first meeting of the Panel on 14 October 2010, this paper provides information on the following –

- (a) details of the proposed increase of the publicly-funded first-year first-degree places to 15 000 from the 2012/13 academic year including the progressive doubling of articulation places to 4 000 each year for sub-degree graduates;
- (b) a review on the manning ratio of student guidance personnel under the Comprehensive Student Guidance Service as well as the provision and procurement of the service;
- (c) the number of graduate teachers not taking up graduate teacher posts in public sector school and the measures to resolve the problem; and
- (d) details of the enhanced provision of services on the education arena for new arrivals and ethnic minorities.

Publicly-funded degree places

2. As announced in the 2010-11 Policy Address, we propose to increase the number of publicly-funded first-year first-degree (FYFD) places to 15 000 for each cohort starting from the 2012/13 academic year. In the 2012/13 academic year, 30 000 FYFD places will be provided for the double cohort: 15 000 for the admission of Secondary 7 graduates sitting for Hong Kong Advanced Level Examination to three-year programmes and another 15 000 for the admission of Senior Secondary 3 graduates sitting for Hong Kong Diploma of Secondary Education Examination to four-year programmes.

3. We also propose to increase the number of publicly-funded senior year undergraduate places from the existing 1 987 to 4 000 intake places per annum (or 3 974 to 8 000 places in total for two-year programmes).

This will provide meritorious sub-degree graduates with more opportunities for articulation to the final two years of publicly-funded degree programmes. We plan to phase in the additional places during the 2012/13 – 2014/15 triennium: 500, 1 000 and 2 013 intakes in the 2012/13, 2013/14 and 2014/15 academic years respectively.

4. The proposed increase is subject to further discussion with the University Grants Committee and institutions in the context of the academic development planning exercise for the 2012/13 – 2014/15 triennium. In line with previous practice, we will consult the Panel on Education in the fourth quarter of 2011 before inviting the Finance Committee to accept the recurrent financial implications of the 2012/13 – 2014/15 triennium.

Comprehensive Student Guidance Service

5. Since the 2002/03 school year, the Education Bureau (EDB) has implemented the Comprehensive Student Guidance Service (CSGS) in all primary schools with a view to assisting schools in establishing a system to provide school-based, holistic and integrated guidance service. The CSGS is an integral part of primary education. Schools should integrate the CSGS with other domains at school (e.g. management and organisation, learning and teaching, etc) and foster collaboration between guidance personnel and all other school staff in the provision of guidance service. Schools are encouraged to adopt different strategies to implement preventive and developmental school-based guidance curriculum and programmes for all students, as well as provide individual or group counselling for those in need.

6. EDB adopts a two-pronged approach in enhancing the support of the CSGS. First, we have progressively raised the manning ratio of student guidance personnel. The ratio has been improved from one student guidance officer/student guidance teacher (SGO/SGT) serving **1 680** students previously to one SGO/SGT for each primary school with 24 classes or more (i.e. around **800** students) in the 2002/03 school year, and further to each primary school with 18 classes or more (around **600** students) in the 2006/07 school year. When small class teaching in primary school is fully implemented, the manning ratio will be further improved. A 18-class primary school with around **450** students will have one SGO/SGT.

7. Secondly, we have enhanced flexibility for the funding modes. Schools are provided with SGO, SGT or Student Guidance Service (SGS) Grant. For instance, primary school with 18 classes or more can receive one SGO/SGT or full SGS Grant whereas primary schools with 17 classes or below are each provided with 0.5 SGO/SGT/SGS Grant. The SGS Grant provides primary schools with greater flexibility to deploy the funding and pool together other school resources to procure student guidance service from non-government organizations or directly appoint full-time or half-time student guidance personnel possessing appropriate professional qualifications based on students' needs and the actual circumstances of the school. These guidance personnel can be registered social workers, registered teachers with counselling experience or other personnel with equivalent qualifications. Different funding modes have different characteristics that suit the needs of different schools. The existing diversified funding modes are well received by schools and sponsoring bodies and can meet the student guidance service needs of primary schools. We will continue to keep in view the implementation and development of the CSGS in primary schools.

Teachers with degree qualifications

8. Starting from the 2009/10 school year, the ratios of graduate teaching posts within the staff establishment in public sector secondary and primary schools have been raised to 85% and 50% respectively. The approximate number of teachers with degree qualifications who are holding non-graduate teaching posts in public sector schools in the 2009/10 school year are set out in the following table –

	Primary schools (government and aided)	Secondary schools (government, aided and caput)
Number of teachers with degree qualifications who are holding non-graduate teaching posts	10 100	5 100

Notes:

- (1) Figures include all teachers appointed within the teaching staff establishment or by using other sources of funding.
- (2) Updated figures for the 2010/11 school year are not available as the teacher survey has not yet been completed.

9. It is the Government's long-term target to upgrade all teaching posts in secondary and primary schools to graduate posts. Towards this

end, the Government will continue to keep in view all relevant factors, including affordability and priorities, and review the ratios of graduate teaching posts in due course.

Enhanced education services for new arrivals and ethnic minorities

10. EDB has been providing school placement services to newly arrived children (including newly arrived non-Chinese speaking children) after their arrival in Hong Kong. They can choose to enroll into a full-time six-month ***Initiation Programme*** prior to their entry to mainstream schools. For those who choose to enter mainstream schools direct, EDB has commissioned non-governmental organisations (NGOs) to operate a part-time 60-hour ***Induction Programme*** for them. Public-sector schools and schools under the Direct Subsidy Scheme (DSS) admitting these children will also be provided with a ***School-based Support Scheme Grant*** to operate school-based support programmes for them. Details of these three types of support services are as follows –

(a) ***Initiation Programme***

The full-time 6-month Initiation Programme for newly arrived students provides them with real classroom experience so as to enhance their Chinese and English language standards, help them adjust to the local environment and foster their personal development. Newly arrived students may choose to attend the programme before joining mainstream schools. Placement assistance to mainstream schools is provided after completing the programme.

(b) ***Induction Programme***

EDB has also commissioned NGOs to run 60-hour Induction Programmes for newly arrived students. The programme content includes knowing the environment, basic learning skills, English and Chinese language, etc.

(c) ***School-based Support Scheme Grant***

To help newly arrived students cope with the learning environment in local schools, EDB provides public sector and DSS schools with a School-based Support Scheme Grant. Schools can flexibly make use of the grant to run school-based support programmes (e.g. supplementary language classes) for the students.

11. As for education support for Non-Chinese Speaking (NCS) students, EDB is committed to facilitating all NCS students to adapt to

the local education system and integrate into the community as early as possible. We are concerned about the education for NCS students and have been refining various support measures introduced to ensure that the support can be delivered in a more coherent manner to enhance their learning. The number of designated schools has been increased from 15 in the 2006/07 school year to 28 in the 2010/11 school year and these schools have been provided with recurrent grants to develop school-based support measures for sharing with other schools which have also admitted NCS students.

12. To address the needs of NCS students in the learning of the Chinese Language, the “Supplementary Guide to the Chinese Language Curriculum for NCS Students” which covers the multiple curriculum modes including strategies and recommendations for implementing the Chinese Language curriculum in the learning context of NCS students has been developed and distributed together with relevant teaching reference materials and learning materials covering both primary and secondary levels. Teacher training programmes have also been put in place. In addition, to facilitate NCS students who may prefer having an alternative Chinese qualification, we have been administering the General Certificate of Secondary Education (GCSE) (Chinese) Examination in Hong Kong through the Hong Kong Examinations and Assessment Authority. This alternative Chinese qualification will be considered for appointment to civil service posts and further studies.

13. We have also provided remedial programmes after school and during holidays through the operation of the Chinese Language Learning Support Centres to help NCS students reinforce what they have learnt in class. The Summer Bridging Programmes for NCS Primary 1 entrants and those proceeding to Primary 2, Primary 3 and Primary 4 will continue so as to further help them lay a sound foundation at Key Learning Stage 1. Starting from the 2010/11 school year, funding has been set aside for eligible non-designated schools to participate in the Project of After-school Extended Chinese Learning to implement school-based after-school extended Chinese learning programmes for NCS students.

14. The Administration will continue to evaluate the effectiveness of various measures and take into consideration the views of different stakeholders.