

**Replies to initial written questions raised by Finance Committee Members in
examining the Estimates of Expenditure 2012-13**

**Director of Bureau : Secretary for Education
Session No. : 5**

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EDB232	0719	CHAN Tanya	173	Student Assistance Scheme
EDB233	0720	CHAN Tanya	173	Student Assistance Scheme
EDB234	0903	CHAN Tanya	173	Student Assistance Scheme
EDB235	0904	CHAN Tanya	173	Student Assistance Scheme
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EDB238	2879	CHEUNG Kwok-che	173	Student Assistance Scheme
EDB239	0371	CHEUNG Man-kwong	173	Student Assistance Scheme
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EDB243	0376	CHEUNG Man-kwong	173	Student Assistance Scheme
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EDB252	2753	LAM Tai-fai	173	Student Assistance Scheme
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EDB259	0762	LI Fung-ying	173	Student Assistance Scheme
EDB260	0393	SHEK Lai-him, Abraham	173	Student Assistance Scheme
EDB261	0888	SHEK Lai-him, Abraham	173	Student Assistance Scheme
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EDB263	2712	SHEK Lai-him, Abraham	173	Student Assistance Scheme
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EDB273	1300	CHAN Mo-po, Paul	190	University Grants Committee
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EDB281	0379	CHEUNG Man-kwong	190	University Grants Committee
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EDB304	2373	TAM Yiu-chung	190	University Grants Committee
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EDB311	2823	CHAN Tanya	160	School Education Television Programme
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OGCIO				
EDB314	0965	HO Sau-lan, Cyd	47	IT in the Community
EDB315	1916	IP Kwok-him	47	IT in the Community
EDB316	2203	PAN Pey-chyou	47	IT in the Community
EDB317	0444	TAM Wai-ho, Samson	47	IT in the Community
EDB318	1657	TAM Wai-ho, Samson	47	IT in the Community
EDB319	1795	TONG Ka-wah, Ronny	47	IT in the Community
CWRF				
EDB320	1998	LAU Sau-shing, Patrick	708	Capital Works Reserve Fund
EDB321	1999	LAU Sau-shing, Patrick	708	Capital Works Reserve Fund
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EDB328	3459	CHAN Tanya	156	Policy and Support
EDB329	3319	CHEUNG Kwok-che	156	Primary Education Secondary Education Special Education
EDB330	3320	CHEUNG Kwok-che	156	Secondary Education
EDB331	3365	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
EDB332	3366	CHEUNG Kwok-che	156	Vocational Education
EDB333	3367	CHEUNG Kwok-che	156	Vocational Education
EDB334	3368	CHEUNG Kwok-che	156	Policy and Support

Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
SFAA				
EDB335	3337	CHEUNG Kwok-che	173	Student Assistance Scheme
EDB336	3338	CHEUNG Kwok-che	173	Student Assistance Scheme
EDB337	3349	CHEUNG Kwok-che	173	Student Assistance Scheme
EDB338	3350	CHEUNG Kwok-che	173	Student Assistance Scheme
UGC				
EDB339	3329	CHAN Tanya	190	University Grants Committee
EDB340	3330	CHAN Tanya	190	University Grants Committee
EDB341	3331	CHAN Tanya	190	University Grants Committee
EDB342	3460	CHAN Tanya	190	University Grants Committee
EDB343	3461	CHAN Tanya	190	University Grants Committee
EDB344	3462	CHAN Tanya	190	University Grants Committee
EDB345	3380	CHEUNG Kwok-che	190	University Grants Committee
EDB346	3381	CHEUNG Kwok-che	190	University Grants Committee

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

EDB001

Question Serial No.

1195

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:

Under Programme (7), the Education Bureau will continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, particularly through monitoring the progress of development of greenfield sites and vacant school premises allocated for international school development, and to review the subvention to the English Schools Foundation in 2012-13. In this connection, will the Government put forward any policy to optimize the current supply of international schools in the coming year? If so, what is the policy? How will the number of school places be adjusted in each district? What are the amount of funding and staffing involved?

Asked by: Hon. CHAN Kin-por

Reply:

The Government is committed to developing a vibrant international school sector in meeting the demand for school places from overseas families living in Hong Kong and families coming to Hong Kong for work or investment. To this end, we have put in place a number of facilitation measures including facilitating the in-situ expansion of existing international schools, allocating vacant school premises and greenfield sites as well as providing interest-free loan for school building and nominal rent for the leasing of government land or premises.

The next financial year will see the implementation of a few facilitation measures mentioned above. For instance, we would seek approval from the Finance Committee for the applications for interest-free loan from three international schools which have been allocated greenfield sites for expansion or development. In addition, we are identifying and planning for allocation of a few suitable vacant premises to school operators to improve or expand their existing premises. We expect to launch an Expression of Interest (EoI) exercise among international schools for vacant school premises in 2012-13 to ascertain their development needs and interests in the premises before conducting a school allocation exercise (SAE). We would be in a better position to provide a realistic estimate of the number of school places to be provided subject to the confirmation of the availability of premises and response to the EoI exercise and SAE. International schools will fully finance their expansion projects by private funds. The facilitation measures do not involve recurrent government expenditure.

Facilitating and supporting international schools is overseen by a Deputy Secretary, a Principal Assistant Secretary, an Assistant Secretary and a Senior Executive Officer in the Education Bureau, amongst their other duties.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 24 February 2012

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

EDB002

Question Serial No.

3280

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:

It is stated in paragraph 131 of the Budget Speech that cultural and creative industries, medical services, education services, innovation and technology, environmental industries, and testing and certification services are the 6 industries where Hong Kong enjoys advantages for further advancement. The private-sector part of these industries accounted for 8.4 per cent of GDP in 2010 and contributed over \$140 billion value added to our economy, an increase of more than 15% over the previous year. The number of employees engaged in these industries was close to 410 000. In this connection, please provide the following information in table form –

- (a) the policies and initiatives implemented by the Government regarding the education services mentioned above, as well as their implementation progress and the funds and manpower involved, in the past year; and
- (b) the policies and initiatives to be implemented by the Government regarding the education services, including the implementation timetable and roadmap, and the funds and manpower to be involved, in the coming year.

Asked by: Hon. CHAN Kin-por

Reply:

(a) and (b)

In recent years, we have implemented/planned to implement a series of measures to develop education services by internationalisation and diversification of the higher education sector.

Regarding internationalisation, we implemented in 2008 a basket of measures, including doubling the non-local student quotas of the publicly-funded post-secondary programmes to 20%, establishing the \$1 billion HKSAR Government Scholarship Fund (“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. In 2011, \$250 million was injected into the Government Scholarship Fund to extend the benefit to students of publicly-funded sub-degree programmes. We propose to further inject \$1 billion into the Government Scholarship Fund in 2012-13 to establish more scholarships or award schemes for outstanding students, including those from overseas.

The Administration will also establish an Internationalisation Forum to consider strategy, foster collaboration and share good practices on internationalisation. Resource requirements, if any, will be examined as we plan its implementation.

We have launched a five-year Pilot Mainland Experience Scheme (the Scheme) with a total commitment of \$100 million to subsidise on a matching basis local post-secondary students to participate in short-term internship or learning programmes in the Mainland, including visits, exchanges or voluntary services. Participants will be able to learn about the prevailing social, economic and cultural landscapes of our country through these programmes. Each student may receive a subsidy of up to \$3,000. For the 2011/12 academic year, matching grants of about \$26 million to 14 post-secondary institutions have been approved, which can subsidise about 8 500 students participating in the Scheme.

The increase in non-local student quota for publicly-funded post-secondary 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 allocation of \$100 million to subsidise post-secondary students' participation in short-term internship or learning programmes in the Mainland will not result in additional recurrent cost.

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.

As regards diversification, we have introduced in recent years a number of measures to facilitate the development of self-financing post-secondary sector. These measures include –

- (i) 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, eight sites have been granted. We are also inviting applications for another two sites in Tseung Kwan O and Chai Wan for the development of self-financing degree programmes, and the deadline for application is 24 February 2012. We will continue to launch other sites for the development of self-financing degree programmes, as and when appropriate;
- (ii) Start-up Loan Scheme – This Scheme provides loans to support self-financing non-profit-making post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. Launched in 2001, the Scheme has a total commitment of \$7 billion;
- (iii) 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; and
- (iv) Self-financing Post-secondary Education Fund – A \$2.5 billion fund was established in 2011 to provide scholarships to outstanding students pursuing full-time locally accredited self-financing sub-degree or bachelor degree programmes, and supports worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education. We also plan to inject \$1 billion into the fund in 2012-13 to set up more scholarships and awards to give recognition to students with outstanding academic performance or remarkable achievements in other areas.

As announced by the Chief Executive in his 2011-12 Policy Address, we will inject \$5 billion into the Research Endowment Fund. Of that, \$3 billion will provide research funding to self-financing tertiary institutions on a competitive basis to enhance academic and research development. Also, we will earmark \$2.5 billion to launch the sixth Matching Grant Scheme (MGS) in the post-secondary education sector to help institutions tap more funding sources, improve the quality of education and foster a philanthropic culture. For the first time, the proposed sixth MGS will cover all statutory and approved post-secondary institutions to further consolidate their development.

Our efforts to establish Hong Kong as a regional education hub have started to bear fruit. In recent years, our tertiary institutions have been recognised as leading institutions in various international rankings, and our business administration programmes are among the best in the world. In the 2010/11 academic year, 18 000 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies. Relaxing the restrictions on non-local students to stay in or return to Hong Kong will help attract more non-local students to come here to study. Since the implementation of this initiative in May 2008, more than 15 000 applications have been approved. The Administration will maintain close communication with stakeholders concerned with a view to ensuring the effective implementation of the abovementioned measures.

Signature	_____
Name in block letters	Mrs Cherry Tse
Post Title	Permanent Secretary for Education
Date	27 February 2012

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

EDB003

Question Serial No.

1302

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

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

- (a) What are the respective percentages of teachers under graduate master/mistress (GM) grade, and those under certificated master/mistress grade (CM) grade, in schools in the public sector for 2009/10, 2010/11, 2011/12 academic years?
- (b) Are there any trends emerging, and do these figures affect the Budget for 2012-13 in any way?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

- (a) The percentages of teachers appointed as graduate teachers and non-graduate teachers in government, aided and caput schools for the 2009/10, 2010/11 and 2011/12 school years are as follows:

	Primary Schools (Government and aided)			Secondary Schools (Government, aided and caput)		
	2009/10	2010/11	2011/12 [#]	2009/10	2010/11	2011/12 [#]
Percentage of teachers appointed as graduate teachers	35.4%	37.8%	39.0%	76.0%	76.9%	77.1%
Percentage of teachers appointed as non-graduate teachers	64.6%	62.2%	61.0%	24.0%	23.1%	22.9%

[#] Provisional figures

- (b) The figures in (a) above show that the percentages of teachers appointed as graduate teachers are on the increase. For budget purpose, government funds are reserved according to the laid down policy of graduate teacher post ratios, that is 50% and 85% of the teaching staff establishment in public sector primary and secondary schools respectively. Hence, the trends have no impact on the Budget for 2012-13.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB004

Question Serial No.

1304

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:

What is the expected expenditure on the implementation of the School-based Educational Psychology Service in the public sector primary and secondary schools in 2012-13? How many schools are expected to benefit from this service, and what is the average amount to be spent on each school?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

It is anticipated that an additional number of about 70 primary and secondary schools will be provided with the School-based Educational Psychology Service (SBEPS) in the 2012/13 school year, which will incur an estimated additional expenditure of about \$10.5 million. Under the SBEPS, one educational psychologist (EP) serves six to ten schools and the existing salary scale of an EP is from \$53,060 to \$80,080 per month.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

Reply Serial No.

EDB005

Question Serial No.

1305

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:

It is planned that 100% of primary and secondary schools in the public sector should be provided with Native-speaking English Teachers (NETs). Please provide the student to NET ratio in the primary and secondary schools in the public sector from 2010/11 to 2012/13 academic years.

Asked by: Hon. CHAN Mo-po, Paul

Reply:

Native-speaking English Teachers (NETs) are additional teachers provided under specific improvement programmes for eligible public sector primary and secondary schools. For those public sector schools not eligible for a NET, peripatetic support will be provided by the NET Section of the Education Bureau on a need basis. As the provision of NETs is made on a school basis, there are great variations among schools in the numbers of classes and students. The flexibility in the deployment of NETs also leads to the fact that not every student in the school is necessarily taught by the NET in each school year. Since we have not collected information on the deployment of NETs in the primary and secondary schools, we do not compile the actual student to NET ratios in these schools.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB006

Question Serial No.

1308

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 Financial Secretary stated in the 2012-13 Budget that he would earmark "\$1 billion to implement a new programme under the new senior secondary academic structure modelled on Project Yi Jin". Would the Administration please inform this Committee:

- (a) Whether this \$1 billion the budget only for the 2012/13 school year, or for subsequent years as well? If it is the latter, how much is to be spent in each of the coming years?
- (b) How much of this \$1 billion is expected to be spent on the planning of the new programme (e.g. in the designing of the courses, instead of in running the courses)?
- (c) As the Project Yi Jin is meant to run on a self-financing basis, will this \$1 billion be recovered from students' tuition fees?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

The Financial Secretary proposed in his Budget Speech for 2012-13 that \$1 billion be set aside for implementing a programme based on the Project Yi Jin model to provide an alternative pathway for secondary 6 school leavers under the New Academic Structure as well as adult learners to obtain a formal qualification for the purposes of employment and further study. It is estimated that the sum will be sufficient to cover the Government's expenditure for the programme in the first five years of implementation. The proposed funding is mainly for reimbursement of tuition fee to eligible students as a form of financial subsidy to students, and therefore will not be recovered. The funding requirement for developing the programme is about \$7 million and will be absorbed within existing resources.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB007**

Question Serial No.

2438Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (7) Policy and SupportControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

As mentioned in paragraph 53(2) of the Budget Speech, the Government will launch the sixth Matching Grant Scheme (MGS) in the post-secondary education sector. Please provide, in tabular form, a breakdown of the amount of matching grant allocated to each post-secondary institution and the amount of private donations raised but not matched in each of the past 5 rounds of MGS. Does the Government think that the allocation of \$2.5 billion currently proposed for the sixth MGS is sufficient or not? As the previous rounds of MGS were in general favourable to certain institutions, such as the University of Hong Kong and the Chinese University of Hong Kong, what measures will be taken to help smaller or younger institutions? If part of the private donations is not matched under the constraint of the MGS terms, will the Administration consider allocating more provision so that all private donations raised by institutions can be fully matched, with a view to fostering a philanthropic culture?

Asked by : Hon. CHAN Mo-po, PaulReply :

For the past five rounds of the Matching Grant Scheme (MGS), the total amount of matching grants, donations raised and unmatched donations as reported by individual institutions are tabulated as follows —

Institution	Matching Grants (\$ million)	Donations raised (\$ million)	Unmatched Donations (\$ million)
City University of Hong Kong	266	465	157
Hong Kong Baptist University	356	596	144
Lingnan University	180	185	5
The Chinese University of Hong Kong	1,198	2,766	778
The Hong Kong Institute of Education	136	137	1
The Hong Kong Polytechnic University	530	746	66
The Hong Kong University of Science and Technology	754	1,244	46
The University of Hong Kong	1,220	2,756	746
The Open University of Hong Kong*	116	151	8
Hong Kong Shue Yan University*	21	31	10
Hong Kong Academic for Performing Arts^	32	32	-
Chu Hai College of Higher Education^	77	110	1
Total	4,888	9,219	1,963

Note Figures may not add up due to rounding.

* Participating since the fourth round.

^ Participating since the fifth round.

The Financial Secretary proposed in the 2012-13 Budget to allocate \$2.5 billion to launch the sixth Matching Grant Scheme (MGS) in the post-secondary education sector. The sixth MGS will adopt broadly the basic terms and conditions of the fifth Matching Grants Scheme with suitable modifications to reflect the expansion in scope. Similar to previous rounds of the MGS, there will be terms in place (such as those on a “ceiling” and a “floor” of matching grant as well as differentiated matching ratios) to ensure that smaller or younger institutions will have a fair chance of securing grants. The Government will consult the Legislative Council Panel on Education on the details of the sixth MGS, and will seek funding approval from the Finance Committee of the Legislative Council in the first half of 2012..

By the 2014/15 academic year, the Government’s recurrent grant to the UGC-funded institutions will increase by \$3 billion to around \$14 billion each year. The MGS is a non-recurrent initiative aiming to strengthen the fund-raising capability of the institutions and cultivate a philanthropic culture. Any matching funds secured under the MGS represent additional resources to support the development of the institutions. As compared with the fifth round, the proposed scale of the MGS will increase substantially from \$1 billion to \$2.5 billion in the coming sixth round.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 20 February 2012 _____

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

EDB008

Question Serial No.

2596

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:

The International Cuisine College will invite, among others, overseas institutions and Michelin restaurants for exchanges. Will the Administration advise on the estimated expenditure to be involved and its share in the estimated annual total expenditure? Will the expenditure cover accommodation and transportation, etc.? What is the anticipated number of exchanges in a year?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

The Vocational Training Council (VTC) has signed co-operation agreements with a number of cuisine colleges and catering organisations of Germany, Bordeaux of France, Italy, Japan and the United States to strengthen co-operation and exchange of ideas. Building on the established networks, the International Cuisine College (ICC) will seek further collaboration with renowned catering organisations to encourage exchanges in culinary skills and to enhance exposure of staff and trainees to authentic international cuisines. With the support of consulates and trade commissions, ICC will also invite overseas master chefs including Michelin Star Chefs for demonstration, emulation and exchange in Hong Kong.

The frequency of visits from overseas master chefs each year would depend on the ICC training programmes to be scheduled for that year and the collaboration arrangements with individual culinary organisations. It is estimated that not more than ten visits would be arranged each year. The cost of each visit may vary depending on the status of the guest chefs, origin countries or regions, the nature of the collaboration/exchange programmes and duration of stay. It is however expected that the total expenses on such visits will constitute only a small percentage of ICC's annual operating expenditure.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB009

Question Serial No.

2597

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:

The International Cuisine College will set up its own wine cellar. Will the Administration advise on the estimated expenditure involved? What criteria will be adopted in determining the kind of wine to be bought? Will sommeliers be recruited to undertake the related work? What is the estimated salary expenditure in this regard?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

In addition to professional culinary training in international cuisines, the International Cuisine College (ICC) will also offer training for food and wine pairing, wine appreciation, and wine-related businesses such as wine trading, storage and sales. The new ICC campus to be constructed would therefore include training facilities to support these programmes, including a small wine cellar. Projected expenditure of the wine cellar, together with other training facilities, will be worked out in the planning and design of the construction of the new campus.

The types and quantity of wine to be sourced to support training will be determined on the basis of the detailed curriculum design and content of the programmes to be offered by ICC. Hence, projected expenditure in this respect is not yet available but is expected to constitute only a small percentage of ICC's annual operating expenditure.

Regarding engagement of sommeliers, currently some of Vocational Training Council's existing staff are already certified Wine and Spirit Education Trust (WSET) trainers. ICC will seek advice from wine experts and related professional bodies, such as the Hong Kong Sommelier Association, on the engagement of suitable qualified teaching personnel including professional sommeliers. Teaching staff will be remunerated with reference to their qualifications and experience as well as the market rates.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB010

Question Serial No.

3022

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:

The International Cuisine College is expected to admit its first cohort of students in the 2014/15 academic year. What is the planned staffing structure of the College and its differences from that of the Chinese Cuisine Training Institute? What are the differences between them in terms of the distribution of expenditure involved?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

It is estimated that about 75 additional staff (50 teaching and 25 administrative and support staff) will be required upon full implementation of the International Cuisine College (ICC). Staff costs are estimated to be about 65% of ICC's total recurrent expenditure. ICC is expected to share some management resources and training facilities with the Hospitality Industry Training and Development Centre and Chinese Cuisine Training Institute, and its staffing structure and expenditure pattern would be broadly comparable to these two sister member institutions of the Vocational Training Council.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB011

Question Serial No.

0183

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:

Currently, there are insufficient social workers working in primary schools. Each social worker has to take care of 600 primary school students on average. Will the Bureau deploy more resources in this area in the 2012/13 school year? If yes, what are the details and the estimated expenditure? If no, what are the reasons?

Asked by: Hon. CHAN Tanya

Reply:

The Education Bureau (EDB) has implemented the Comprehensive Student Guidance Service in all primary schools since the 2002/03 school year with a view to helping schools establish a system to provide school-based, holistic and integrated guidance service. Resources for student guidance service (SGS) are provided for primary schools in the form of student guidance officer/teacher or SGS Grant. Primary schools receiving SGS Grant may, based on their actual circumstances and students' needs, directly appoint student guidance teachers or social workers, or procure SGS from non-governmental organisations. Such flexibility is widely accepted by schools and sponsoring bodies. The EDB has increased the resources progressively having regard to the development of SGS in primary schools. In the 2006/07 school year, the provision for SGS was improved to one student guidance personnel (SGP) or an equivalent amount of SGS Grant for each school with 18 classes (about 600 students) or above. With the full implementation of small class teaching in the 2014/15 school year, each primary school with around 450 students will be provided with one SGP or an equivalent amount of SGS Grant. To further enhance SGS in primary schools, the Chief Executive announced in his 2011-12 Policy Address that a top-up SGS grant would be provided for public sector primary schools as from the 2012/13 school year. For schools with at least 18 classes, in addition to one SGP/SGS Grant, an amount of \$15,000 will be provided for each class starting from the 18th class. For schools with fewer than 18 classes, in addition to half an SGP/SGS Grant, an amount of \$15,000 will be provided for each class starting with the fifth class. The total estimated expenditure for the top-up grant in the 2012/13 school year is about \$58 millions.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB012

Question Serial No.

0558

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:

The Bureau states that it will “provide additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject in the initial years”. What are the details and the estimated expenditure of the work involved? However, the Government indicated earlier that the implementation of the Moral and National Education subject would be postponed for three years. Will the Bureau reduce the estimated expenditure it originally intended to allocate to this project as a result? If so, what are the details and the decrease in the expenditure? If not, what are the reasons?

Asked by: Hon. CHAN Tanya

Reply:

The Curriculum Development Council (CDC) considered in early February 2012 the draft Curriculum Guide on Moral and National Education submitted by the Ad Hoc Committee on Moral and National Education. The Education Bureau will study the Curriculum Guide to be submitted by the CDC to the Secretary for Education.

It is an established practice that accompanying the implementation of new subjects and/or major changes in the curriculum will be support measures such as a series of focused and structured professional development programmes, production of learning/teaching resources and other related support targeted at the school and/or teacher levels. The implementation of the MNE curriculum will be no exception though the details will be considered holistically when we deliberate the CDC recommendation. For estimate purposes, we have, based on the past experience in implementing new curriculum guides of core subjects, earmarked a total provision of approximately \$500 million for 2012-13 for the implementation of the MNE curriculum.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB013**

Question Serial No.

0565Head: 156 Government Secretariat:
Education BureauSubhead (No. & title): 000Programme: (7) Policy and SupportControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

What were the numbers of government-funded university places provided by Hong Kong and its major competitors (including Singapore, Taiwan, Japan, South Korea, Mainland China, Australia, Canada, the United Kingdom and the United States) in each of the past 5 years? What was their respective percentage share in the local school-age population? What were the expenditures involved?

Asked by: Hon. CHAN TanyaReply:

Relevant information on Hong Kong for the past five years is tabulated below –

Academic year	Government-funded undergraduate degree places ¹		Overall undergraduate degree level participation rate of the relevant cohort	Overall post-secondary education participation rate of the relevant cohort ²	Total government expenditure on post-secondary education (\$million) ³
	Number	Participation rate of the relevant cohort			
2007/08	15 601	18.7%	22.3%	68.7%	18,900
2008/09	16 575	19.5%	25.6%	68.8%	36,900 ⁴
2009/10	16 586	19.5%	26.0%	68.8%	19,300
2010/11	16 709	20.0%	27.7%	69.5%	20,100
2011/12	16 770	20.5%	30.7%	N/A ⁵	25,300 ⁶

Notes:

1. Including first-year-first-degree and senior year undergraduate intake places.
2. Including sub-degree places.
3. Figures are based on financial years.
4. Including the establishment of the Research Endowment Fund with an original endowment of \$18 billion.
5. The figure for the 2011/12 academic year is undefined because there will be no graduates from secondary 5 and hence there will be a gap year in the supply of sub-degree places.
6. Revised estimate figure.

We estimate that, by the 2014/15 academic year, over one-third of the relevant age cohort will have the opportunity to pursue degree-level education. Including sub-degree places, over two-thirds of our young people in the relevant age group will have access to post-secondary education.

We do not have official data on economies outside Hong Kong. In the context of the Higher Education Review, the University Grants Committee (UGC) has studied the world trends on higher education and presented its findings in its report “Aspirations for the Higher Education System in Hong Kong” (HER Report) published in December 2010. Relevant information is extracted as follows –

Country / Region	Public expenditure in tertiary education as a proportion of Gross Domestic Product (GDP) in 2007/2008
Australia	0.7% ¹
Hong Kong	0.88% ²
India	0.64% ³
Japan	0.5% ¹
Mainland China	0.72% ⁴
New Zealand	1% ¹
Singapore	1% ⁵
South Korea	0.6% ¹
UK	0.7% ¹
USA	1% ¹

Sources

1. Education at a Glance 2010: OECD Indicators
2. Figure refers to recurrent government expenditure on higher and vocational education.
3. Ministry of Human Resource Development of the Government of India – <http://education.nic.in/planbudget/ABE-2006-09.pdf>
4. According to the China Statistical Yearbook 2009, the Chinese Government spent RMB164.8 billion (HK\$188.24 billion) on institutions of tertiary education in 2007. In 2007, the China's GDP was US\$3,382.26 billion (HK\$26,271.7 billion) (source: <http://data.worldbank.org/indicator/NY.GDP.MKTP.CD>).
5. The figure included the Singaporean government's expenditure (in 2007-08) on the three publicly funded universities, polytechnics, the National Institute of Education and Institute of Technical Education, which amounted to S\$2.66 billion (HK\$15 billion). Singapore's GDP in 2007 was S\$266.41 billion (HK\$1,495.56 billion) (Source: 2009 Education Statistics Digest – <http://www.moe.gov.sg/education/education-statistics-digest/files/esd-2009.pdf> and <http://www.singstat.gov.sg/stats/themes/economy/hist/gdp2.html>)

The HER report also noted the Singaporean government's plan to raise the university cohort participation rate from 25% to 30% by 2015.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB014**

Question Serial No.

2825

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 Education Bureau indicates that it will “continue to improve the learning and teaching of the English Language in primary schools”. What are the details and estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

In 2012-13, we will continue to implement the following support measures to improve the teaching and learning of the English Language in primary schools: The estimated expenditure for the initiatives in 2012-13 is \$447.1 million, of which \$102 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).
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.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.

^3.	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. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years upon graduation, depending on the type of programmes pursued.
4.	Professional development programmes	To help schools implement the English Language curriculum more effectively. Different professional development programmes, including self-run and commissioned ones, are conducted.
5.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on reading, writing, listening and creativity).

D. Creating a facilitating environment for English learning

1.	Primary Native-speaking English Teacher (NET) Scheme	To work alongside local English teachers with a view to facilitating the enrichment, and enhancing the authenticity, of the English Language environment in which Hong Kong students learn and use English. In general, an eligible public sector primary school with six or more operating classes is provided with a NET.
*2.	English Alliance - "English is Everywhere"	To raise interest of the school community in the learning and use of English through a range of meaningful, fun and creative English Language programmes/activities on the theme of "English is Everywhere".
*3.	Creating English Language Environment for Students in Hong Kong Project	To provide students with opportunities of listening and speaking English and hence motivate their interest and raise their confidence in using the language. This project will harness the efforts of local non-governmental organisations with a track record of delivering interesting and interactive educational programmes in English at their community facilities and/or premises.
*4.	Volunteer Scheme	To provide students with more interactive English learning environment and opportunities to use the language in informal settings through making use of the resources and expertise of volunteers from professional bodies in the community.

* Initiatives funded by the Language Fund

** A 3-year pilot project implemented from the 2009/10 school year

^ Initiative funded under Head 173: Student Financial Assistance Agency

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

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

EDB015

Question Serial No.

2826

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:

- (a) The Bureau indicates that it will “further expand the School-based Educational Psychology Service with the target of covering all public sector primary schools by the 2016/17 school year”. What are the details and the progress of the current School-based Educational Psychology Service? What are the details of the expansion plan and the estimated expenditure?
- (b) The Bureau indicates that it will “enhance student guidance service through the provision of a top-up student guidance service grant to public sector primary schools”. What are the details and the estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

- (a) Under the School-based Educational Psychology Service (SBEPS), one educational psychologist (EP) serves six to ten schools. The EPs pay regular visits to schools to provide comprehensive service at the school system, teacher support and student support levels. Specifically, they provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In the 2011/12 school year, 234 public sector primary schools are receiving the SBEPS. As announced in the 2011-12 Policy Address, the SBEPS will be extended progressively to cover all public sector primary and secondary schools by the 2016/17 school year. The additional expenditure upon full implementation is about \$36 million per year.
- (b) To further enhance the student guidance service (SGS) in primary schools, the Chief Executive announced in his 2011-12 Policy Address that a top-up SGS grant would be provided for public sector primary schools as from the 2012/13 school year. For schools with at least 18 classes, in addition to one student guidance officer/teacher/SGS Grant, an amount of \$15,000 will be provided for each class starting from the 18th class. For schools with fewer than 18 classes, in addition to half a student guidance officer/teacher/SGS Grant, an amount of \$15,000 will be provided for each class starting with the fifth class. The schools may employ additional student guidance personnel on full-time or part-time basis or hire non-governmental organisations to run additional student guidance programmes and group service for students to supplement and complement their prevailing services. The total estimated expenditure for the top-up grant in the 2012/13 school year is about \$58 million.

Signature: _____

Name in block letters: _____

Mrs Cherry Tse

Post Title: _____

Permanent Secretary for Education

Date: _____

27 February 2012

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

Reply Serial No.

EDB016

Question Serial No.

2831

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:

- (a) The Bureau estimates that there will be 322 000 primary students in the 2012/13 school year. How many of them are students both of whose parents are non-locals?
- (b) What is the Bureau's estimation of the total number of primary students in each of the coming 5 years? How many of them are students both of whose parents are non-locals?

Asked by: Hon. CHAN Tanya

Reply:

(a) and (b)

We have not estimated the number of primary students both of whose parents are non-locals in each of the coming five years (i.e. 2012/13 to 2016/17). We will make reference to the school-age population projections, which are compiled based on the population projections updated regularly by the Census and Statistics Department (C&SD), in estimating the future demand for public sector primary school places. The projected total populations released by C&SD have taken into account the projected number of babies born in Hong Kong to Mainland women and the assumed time and rate of return of these babies. The latest projected numbers of school-age population aged 6-11 (considered appropriate for Primary 1 to Primary 6) in each of the coming five school years (i.e. 2012/13 to 2016/17) are detailed at the [Appendix](#). Since the population projections refer to the projected number of children at ages 6-11, irrespective of whether they are enrolled in schools or not, the figures provided above should not be taken as the projected number of primary students. Besides, given that students under the age of 6 or over the age of 11 can enroll at the primary level, the actual number of students could be different from the projected school-age population.

Please note that the above projections have taken into account a number of factors and assumptions. Any deviations in the assumptions from the actual situation may render the projected figures different from the actual figures. Amongst those assumptions, of particular relevance is that related to babies born in Hong Kong to Mainland women. The actual numbers of such babies who would settle in Hong Kong and if so, when, are difficult to be predicted accurately, and an assumed across-the-board return rate is applied to all birth cohorts for the purpose of long-term projections only, rather than projecting their exact number in a particular year. In terms of education planning, we will also take into account the actual number of students at various levels at present and the latest demographic changes.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**Projected School-age Population Aged 6-11,
2012/13 – 2016/17 School Years**

	2012/13	2013/14	2014/15	2015/16	2016/17
Overall total	320 500	322 500	337 200	352 700	371 800

- Notes :
- (1) School-age population aged 6-11 is considered appropriate for Primary 1 to Primary 6).
 - (2) Figures refer to the projected number of children aged 6-11. The projected figures should not be taken as the projected number of primary students, as projected students at the primary level could be under the age of 6 or over the age of 11.
 - (3) The projections are compiled based on the 2009-based population projections released by the Census and Statistics Department in July 2010. The projections have taken into account a number of factors and assumptions. Amongst those assumptions, of particular relevance is babies born in Hong Kong to Mainland women. This is because the actual numbers of such babies who would settle in Hong Kong are difficult to be predicted. Any deviations in the assumptions from the actual situation may render the projected figures different from the actual figures.
 - (4) Figures refer to the position as at September of the respective school years and have been updated as at January 2012. They include estimates on cross-boundary students but exclude mobile residents.

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

EDB017

Question Serial No.

2832

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:

- (a) What is the estimated total number of secondary school students in each of the coming 5 years?
(b) Since there have been many voices in society calling for a study on the implementation of small class teaching (SCT) in secondary schools, has the Administration earmarked resources in the 2012/13 school year for conducting the relevant study on SCT in secondary schools? If yes, what are the specific plan, the work schedule and the estimated expenditure? If no, what are the reasons?

Asked by: Hon. CHAN Tanya

Reply:

The projections of Secondary 1 students from the 2012/13 to 2016/17 school years are compiled by making reference to the school-age population projections aged 12 and taking into account the actual numbers of students at various levels at present and the latest demographic changes. The projected figures are tabulated at the Annex.

SCT is a method of teaching which international studies have suggested is more effective when students are small and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account four aspects, i.e. the existing circumstances of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications. We should also learn from the experience of SCT in primary schools and analyse whether or not it is feasible and sustainable for secondary schools to reduce their class size across-the-board as in primary schools, particularly as the secondary school-age student population is projected to rebound after 2016/17 as well as the fact that, with subject specialisation in senior secondary grades, the de facto class size would in fact be quite small. We cannot commit into implementing SCT in secondary schools simply for the sake of addressing the public sentiments without giving due consideration to the justifications from an educational angle. In the light of the above considerations, we do not have any plan to implement SCT in secondary schools or include any provision in the 2012/13 school year for conducting a study on SCT.

Nonetheless, to tie in with the launching of the New Senior Secondary Academic Structure and to tap the opportunities brought by the Voluntary Optimisation of Class Structure Scheme, the Government will work with the school sector to fully explore a set of flexible measures which cater for students' needs as well with a view to stabilizing the development of secondary schools and enhancing the teaching and learning in schools in the long run.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

**Projected number of Secondary 1 students
from the 2012/13 to 2016/17 school years**

2012/13	2013/14	2014/15	2015/16	2016/17
65 100	59 700	56 800	54 700	54 100

Notes:

1. The projections cover students to be enrolled in Government, aided, caput, Direct Subsidy Scheme, private, English Schools Foundation and other international schools, but exclude special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses.
2. The projections are compiled based on the 2009-based population projections released by the Census and Statistics Department in July 2010. The projections have taken into account a number of factors and assumptions. Amongst those assumptions, of particular relevance are those related to newly-arrived children from the Mainland and babies born in Hong Kong to Mainland women. This is because the actual numbers of such children/babies who would arrive or settle in Hong Kong are difficult to predict. Any deviations of the assumptions from the actual situation may render the projected figures different from the actual figures.

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

EDB018

Question Serial No.

2833

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 Education Bureau indicates that it will “continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure”. What are the details and estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

To support the implementation of the New Senior Secondary (NSS) curriculum and the Hong Kong Diploma of Secondary Education Examination (including School-based Assessment), the Education Bureau (EDB) will continue to provide training and teaching resource materials to school leaders, middle managers and teachers. For 2012-13, the total number of professional development programmes (PDPs) and training places planned are about 550 and 52 000 respectively. The estimated expenditure on teacher training in 2012-13 is about \$8.3 million. Apart from the scheduled PDPs, EDB will continue to provide school-based professional support to enhance capacity building and professional development.

Major resource materials (e.g. curriculum and assessment guides, learning and teaching packages) for the NSS subjects have been developed during the last few years to help teachers implement the NSS curriculum. There will be continuous updating of resource materials to meet teachers' needs. Since school-based professional support and resources updating is carried out by EDB in-house and the cost is subsumed under EDB's overall expenditure, its separate breakdown of the staffing and financial implications is not available.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB019

Question Serial No.

2834

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 Bureau indicates that it will “continue to implement the fine-tuning of the medium of instruction arrangements for secondary schools, which has started from the secondary 1 cohort of students since the 2010/11 school year”. What are the details and the estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

The fine-tuned medium of instruction (MOI) arrangements for secondary schools have been implemented starting from the 2010/11 school year at Secondary 1 level and progressing each year to a higher form to cover the junior secondary levels in the 2012/13 school year. The Government continues to facilitate and support schools' implementation of their fine-tuned MOI arrangements. 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. have been put in place to support schools and teachers in the implementation of the fine-tuning of MOI for secondary schools. These programmes will spread over a period of six years as from 2009-10 and the total estimated expenditure is about \$590 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB020

Question Serial No.

2835

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 Bureau indicates that it will “further expand the School-based Educational Psychology Service with the target of covering all public sector secondary schools by the 2016/17 school year”. What are the details and the estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

In the 2011/12 school year, 228 public sector secondary schools are receiving the School-based Educational Psychology Service (SBEPS), under which one educational psychologist (EP) serves six to ten schools. The EPs pay regular visits to schools to provide comprehensive service at the school system, teacher support and student support levels. Specifically, they provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. SBEPS will be extended progressively to cover all public sector primary and secondary schools by the 2016/17 school year. The additional expenditure upon full implementation is about \$36 million per year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB021

Question Serial No.

2836

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:

- (a) The Bureau states that “it will continue to enhance the learning and teaching 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”. What are the details and the estimated expenditure involved?
- (b) At present, what is the average number of students in each class?
- (c) In the 2012/13 school year, what measures will the Bureau introduce on extension of years of study (EoS) for special school students who have such a need?
- (d) Over the past 5 years, how many special school students applied for EoS each year? How many of them were approved?
- (e) What is the number of special school students whom the Bureau estimated to have the need for EoS in the 2012/13 school year? What are the details and the estimated expenditure involved?

Asked by: Hon. CHAN Tanya

Reply:

- (a) To enhance the learning and teaching support for aided special schools for children with mild intellectual disability (MiID schools), the Education Bureau (EDB) has reduced the class size of these schools from 20 to 15 students per class starting from Primary 1 and Secondary 1 concurrently from the 2009/10 school year and will extend progressively to cover all primary and secondary levels by the 2014/15 school year. By the 2014/15 school year, the class size of all levels in MiID schools will be reduced to 15. The additional expenditure in a full year is around \$55 million.
- (b) In the 2011/12 school year, the average number of students per class in the MiID schools is 16.2 students per class.
- (c) and (d)
The improvement measures on extension of years of study (EoS) 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 were introduced in the 2010/11 school year. Under the improved mechanism, we provide the schools with additional school places and allow them to exercise school-based judgment to arrange for students with such a need and valid reasons to extend their years of study according to the objective criteria jointly set by EDB and the special education sector. The EDB will continue to implement the improvement measures on EoS in the 2012/13 school year.

Before the implementation of the improvement measures on EoS, applications for extension of stay were submitted to EDB for approval. With the implementation of the improvement measures with effect from the 2010/11 school year, schools are no longer required to submit applications to EDB for approval. The numbers of students applying/approved for EoS in the special schools in the past five years are as follows:

	School Year				
	2007/08	2008/09	2009/10	2010/11	2011/12
Number of applications submitted to EDB	120	218	448	Not applicable	Not applicable
Number of approved cases	112	211	387	599	603

- (e) For planning purpose, we have made provision for about 1 300 additional places for EoS in the 2012/13 school year and the estimated additional recurrent expenditure is around \$240 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB022

Question Serial No.

2837

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:

- (a) The Education Bureau indicates that it will “continue to implement the adapted curriculum in schools for children with intellectual disabilities and enrich learning and teaching materials for implementing the new senior secondary academic structure”. What are the details and estimated expenditure?
- (b) The Education Bureau indicates that it will provide teacher training and develop resource materials to support the new senior secondary curriculum. What are the details and estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

- (a) To support the implementation of the new senior secondary (NSS) curriculum for students with intellectual disabilities (ID) (adapted curriculum), the Education Bureau (EDB) will continue to develop the following supplementary curriculum guides of NSS subjects in the 2011/12 school year: Design and Applied Technology, Music, Ethics and Religious Studies and Health Management and Social Care. The Learning Progression Frameworks (LPFs) of Chinese Language, Mathematics, and Liberal Studies/Independent Living will be refined and disseminated to schools in 2012. In addition, EDB continues to initiate a range of collaborative research and development projects each year to facilitate teachers in developing and trying out different curriculum components and practices, which will be used to inform the development of the learning and teaching resource materials. The total estimated expenditure in the 2012/13 school year is about \$9.4 million. The breakdown is as follows:

	Estimate (\$ million)
Curriculum adaptation and development of supplementary guides	3.5
Refining of the LPFs	0.3
Resources development supporting effective learning and teaching	1.0
Collaborative Research and Development Projects	4.6
Total	9.4

- (b) In the 2012/13 school year, a series of structured teacher training programmes on school management, curriculum adaptation, learning and teaching strategies as well as assessment will be offered for teachers of special schools admitting students with ID. The estimated cost involved for the 2012/13 school year is about \$1.0 million. Please refer to the table in (a) above for the provision made for development of resource materials.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB023

Question Serial No.

2838

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) Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2009/10, 2010/11 and 2011/12 school years, what were the respective numbers of kindergartens with half-day and whole-day classes?
- (b) Among the students participating in the PEVS in the 2009/10, 2010/11 and 2011/12 school years, what were the respective numbers of students attending half-day and whole-day kindergarten classes?
- (c) What were the numbers of local private independent kindergartens not joining the PEVS and their numbers of students and teachers in the 2009/10, 2010/11 and 2011/12 school years respectively?
- (d) How many whole-day and half-day kindergartens joining the PEVS were approved to increase their school fees in the 2009/10, 2010/11 and 2011/12 school years respectively? What were the highest, lowest and average rates of increase? What were the amounts of school fees before and after the increase?

Asked by : Hon. CHAN Tanya

Reply :

The reply in seriatim for the 2009/10, 2010/11 and 2011/12 school years (sy) is as follows:

- (a) Among the non-profit-making (NPM) kindergartens (KGs) participating in the PEVS in the 2009/10, 2010/11 and 2011/12 sy, the numbers of KGs with half-day (HD) and whole-day (WD) KG classes are as follows:

Numbers of NPM KGs participating in PEVS	2009/10 sy	2010/11 sy	2011/12 sy
with HD classes only	156	149	140
with both HD and WD classes	380	381	387
with WD classes only	226	227	224

- (b) The numbers of students under the PEVS attending HD and WD KG classes in KGs participating in the PEVS in the 2009/10, 2010/11 and 2011/12 sy are as follows:

Numbers of students under PEVS attending classes in KGs participating in PEVS	2009/10 sy (Note 1)	2010/11 sy (Note 1)	2011/12 sy (Note 2)
attending HD classes	85 090	86 800	90 318
attending WD classes	34 010	36 100	38 833

Note 1: Position as at end of the respective 2009/10 and 2010/11 sy.

Note 2: Provisional figures as at mid-September 2011. The figures refer to the total number of enrolment in these KGs, including students not under the PEVS. The actual number of students under the PEVS in the 2011/12 sy would be available at the end of the sy.

- (c) The numbers of local private independent (PI) KGs not joining the PEVS and their numbers of students and teachers in the 2009/10, 2010/11 and 2011/12 sy are as follows:

PI KGs Not Joining the PEVS	2009/10 sy	2010/11 sy	2011/12 sy
Number of KGs	60	*96	93
Number of students	11 438	16 348	18 131
Number of teachers	807	1 145	1 261

*When the PEVS was introduced in the 2007/08 sy, a transitional period of three years until the end of the 2009/10 sy was provided for PI KGs to join the PEVS. The number in the 2010/11 sy includes 34 PI KGs which ceased to be eligible for the PEVS upon the completion of the transitional arrangement.

- (d) The numbers of NPM WD and HD KGs joining the PEVS that have been approved to increase their school fees, and the highest, lowest, average rate of increase and the amounts of school fees before and after the increase in the 2009/10, 2010/11 and 2011/12 sy are as follows:

School Year		2009/10		2010/11		2011/12	
Session		WD	HD	WD	HD	WD	HD
Number of NPM KGs under PEVS with school fees increased		276	255	375	317	405	343
KG with the highest rate of increase							
Rate of increase		13.0%	42.0%	27.0%	33.0%	30.3%	53.0%
School fee	Before increase	\$25,300	\$11,000	\$22,000	\$10,978	\$15,840	\$10,385
	After increase	\$28,600	\$15,621	\$27,940	\$14,630	\$20,640	\$15,905
KG with the lowest rate of increase							
Rate of increase		0.008%	0.01%	0.006%	0.005%	0.07%	0.05%
School fee	Before increase	\$24,288	\$15,816	\$30,998	\$20,416	\$30,000	\$20,900
	After increase	\$24,290	\$15,818	\$31,000	\$20,417	\$30,020	\$20,911
The weighted average rate of increase							
Rate of increase		1.6%	2.4%	3.1%	3.9%	4.3%	4.3%
Weighted average fee	Before increase	\$28,840	\$17,575	\$29,300	\$18,000	\$30,200	\$18,700
	After increase	\$29,300	\$18,000	\$30,200	\$18,700	\$31,500	\$19,500

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB024**

Question Serial No.

2839

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

- (a) The Education Bureau indicates that it will continue to work towards the target of subsidising every primary and secondary school student to join at least 1 Mainland exchange programme by the 2015/16 school year. In the past 5 school years, how many primary and secondary school students were subsidised to join Mainland exchange programmes? What were the details and the expenditure incurred?
- (b) What are the details and estimated expenditure for subsidising primary and secondary school students to join Mainland exchange programmes in 2012/13?

Asked by: Hon. CHAN TanyaReply:

- (a) The number of primary and secondary students subsidised to join the Mainland exchange programmes and the expenditure incurred in the past 5 school years (2007/08, 2008/09, 2009/10, 2010/11 and 2011/12), are shown below:

School year	Number of students subsidised	Expenditure (\$million)
2007/08	7 937	3.8
2008/09*	10 340	12.0
2009/10*	34 869	43.6
2010/11	37 573	40.7
2011/12	41 500 (estimated)	51.8 (estimated)

* Only figures by financial year are available

- (b) The estimated expenditure for subsidising Mainland exchange programmes in the 2012/13 school year is \$56.6 million. The Mainland exchange programmes to be organised will 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劃), “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」資助計劃) etc.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB025

Question Serial No.

2840

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 Education Bureau indicates that it will promote Basic Law Education at senior primary and junior secondary levels. What are the details, work schedule and the estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

Pursuant to the 2010-11 Policy Address, the Education Bureau (EDB) started to develop learning packages to enhance students' understanding of the Basic Law in November 2010. The Chinese version of the learning packages for junior secondary and senior primary students has been distributed to schools in December 2011. Concurrently, websites to support the learning of the Basic Law are also ready for use. Students can assess their own understanding of the Basic Law online through responding to questions or engaging in online games. A database of questions for assessment in schools is provided for primary school teachers.

The EDB is developing the English version of the learning packages on Basic Law Education. The one for junior secondary students will be ready for distribution in April 2012. An English version will also be developed for senior primary school students who need to study in English. It is anticipated that it will be available for distribution to schools in December 2012. In addition, a database of questions on the Basic Law for secondary school teachers will be ready for use in April 2012.

Apart from the learning packages and online resources, the EDB will continue to organise professional development programmes to facilitate teachers' understanding of the concepts and essence of the Basic Law as well as the strategy in using the learning packages and online resources. The estimated expenditure in 2012-13 is \$1.1 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB026

Question Serial No.

2841

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:

During 2012-13, the Vocational Training Council (VTC) will plan the establishment of a new Youth College to provide alternative progression pathways for young people, as well as specialised support for non-Chinese speaking students and students with special educational needs. What are the selected location, planned intakes, number of teachers, details of the estimated expenditure and expected commencement date of the College?

Asked by: Hon. CHAN Tanya

Reply:

The new Youth College plans to offer 240 new places (all are intakes as it is the first year of operation of the new Youth College) in the 2012/13 academic year and 14 teaching staff will be required. The subvention from the Government is about \$15.5 million to cover staff salaries, administrative costs and other operating expenses in the 2012/13 academic year. VTC is identifying possible sites for the new Youth College which will likely be located in Tseung Kwan O area.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB027

Question Serial No.

2842

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:

In 2012-13, the Vocational Training Council will carry out planning and design work the setting up of the International Cuisine College. What are the details and the estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

Planning and design work for the establishment of the International Cuisine College (ICC) in 2012-13 is now in active progress, and is mainly done through internal redeployment of resources within Vocational Training Council (VTC). An estimated amount of \$16.27 million will also be required for VTC to engage consultants and contractors to carry out the pre-construction works for ICC in 2012-13.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB028

Question Serial No.

2843

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:

The Vocational Training Council will conduct a pilot project on industry attachment programmes for students pursuing Higher Diploma and Diploma of Vocational Education programmes in 2012-13. What are the details and estimated expenditure of the project?

Asked by: Hon. CHAN Tanya

Reply:

To further enhance the practical skills and employability of Vocational Training Council's students pursuing Higher Diploma (HD) and Diploma in Vocational Education (DVE) programmes, a pilot project on industry attachment will be implemented in the 2012/13 and 2013/14 academic years. The pilot project aims at preparing students for work by providing them with work-integrated learning experiences.

Under the pilot project, industry attachment will be formally included as a component (at least 90 hours) in the enriched curricula of the new HD programmes designed for Secondary 6 leavers from the 2012/13 academic year. DVE students will also be encouraged to gain exposure through industry attachment. Industry attachment could be arranged in many forms, including attachment in industries specific to programmes of study or workplace experience in industry-based projects, or structured or generic experiential learning experience in the workplace.

It is estimated that about 9 500 students (8 000 HD students and 1 500 DVE students) will benefit in each of the 2012/13 and 2013/14 academic year. Additional resources of about \$43 million will be required in the financial year from 2012-13 to 2014-15 to cover the staff cost for the planning and coordination of the programme, conducting visits to the workplace and coaching for students, post-attachment reviews and experience sharing amongst students.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB029

Question Serial No.

3261

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:

The Bureau states that it will continue to facilitate an increase in the supply of school places meeting the needs of the international community in Hong Kong, particularly through monitoring the progress of development of greenfield sites and vacant premises allocated for international school development. What are the progress, details and estimated expenditure involved?

Asked by: Hon. CHAN Tanya

Reply:

The four international schools which were allocated vacant premises in 2007 and 2008 progressively commenced operation since the 2009/10 school year. As at September 2011, 490 additional places have come on stream. As for those international schools which have been allocated greenfield sites in 2009, we would seek approval from the Finance Committee in the next financial year for the applications for interest-free loan from three international schools. Of these three schools, two are scheduled to commence operation in the coming school year, and one is expected to come into operation in the 2013/14 school year. As for the remaining school which has been allocated a site in Lai Chi Kok, since the site was only available by 2013, we are processing the land grant with a view to completing the necessary procedure to enable commencement of school operation by the 2015/16 school year.

International schools will fully finance their expansion projects by private funds but they may apply for interest-free loans from the Government subject to the approval from the Finance Committee. The measures do not involve recurrent government expenditure.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

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

Reply Serial No.

EDB030

Question Serial No.

3262

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:

Please give a breakdown of the supply and demand as well as the balance of international school places in Hong Kong by District Council district.

Asked by: Hon. CHAN Tanya

Reply:

International school places are assessed on a territory-wide basis. A breakdown of the number of international school places, students enrolled, and vacancies by the districts in which the international schools are situated is set out at Annex for illustration purpose.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

**Number of international school places,
number of students enrolled and vacancies in 2011/12**

	Number of places	Number of students enrolled	Vacancies
Hong Kong			
Central & Western	3 814	3 422	392
Wan Chai	3 275	2 909	366
Eastern	6 614	5 450	1 164
Southern	10 066	9 381	685
<i>Sub-total</i>	<i>23 769</i>	<i>21 162</i>	<i>2 607</i>
Kowloon			
Yau Tsim Mong	0	0	0
Sham Shui Po	550	532	18
Kowloon City	6 846	6 233	613
Wong Tai Sin	0	0	0
Kwun Tong	0	0	0
<i>Sub-total</i>	<i>7 396</i>	<i>6 765</i>	<i>631</i>
New Territories			
Sai Kung	720	719	1
Sha Tin	2 124	2 096	28
Tai Po	1 426	1 016	410
North	200	168	32
Yuen Long	240	76	164
Tuen Mun	0	0	0
Tsuen Wan	0	0	0
Kwai Tsing	0	0	0
Islands	1 055	995	60
<i>Sub-total</i>	<i>5 765</i>	<i>5 070</i>	<i>695</i>
Total (rounded to the nearest 1000)	37 000	33 000	4 000

Notes:

- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
- (2) Figures refer to the position as at September 2011.
- (3) Figures on places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).

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

EDB031

Question Serial No.

3263

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title): 000

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The Bureau states that it will continue to develop and implement the Qualifications Framework in various industries in 2012-13. What are the details of the implementation work for the sub-degree qualifications? What is the estimated expenditure involved?

Asked by: Hon. CHAN Tanya

Reply:

In 2012-13, we have earmarked a total provision of \$102 million for the development and implementation of the Qualifications Framework (QF). This includes the funds required for providing secretariat support to the Industry Training Advisory Committees (ITACs), further developing the infrastructure of QF, and providing financial assistance to the relevant stakeholders through the enhanced QF Support Schemes.

Specifically, we will continue to work closely with the 18 ITACs to complete the development of Specification of Competency Standards (SCS) and promote their wider application in developing education and training courses and human resource arrangement. We are exploring with stakeholders of different industries, especially the four economic pillars and six priority industries, how we may encourage more industries to join the QF. We are also extending the Recognition of Prior Learning mechanism to more industries. On publicity, we will step up our efforts to promote QF to the general public and key stakeholders. These include the broadcasting of Announcements in the Public Interest, organisation of exhibitions, seminars and talks, and enhancement of dedicated websites for individual industries which have set up ITACs.

As our work on QF is mainly to enhance the infrastructure and application of QF as a whole, we do not have the breakdown on the work and expenditure relating to one specific type of qualifications, e.g. sub-degree qualifications.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB032

Question Serial No.

3264

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:

- (a) The Bureau states that it will continue to implement measures to enhance the development of Hong Kong as a regional education hub in 2012-13. What are the details and estimated expenditure involved?
- (b) How will the Bureau assess the effectiveness in enhancing the development of Hong Kong as a regional education hub?

Asked by: Hon. CHAN Tanya

Reply:

(a) To further promote Hong Kong as a regional education hub, we will continue our efforts to 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 post-secondary programmes to 20%, establishing the \$1 billion HKSAR Government Scholarship Fund ("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. In 2011, \$250 million was injected into the Government Scholarship Fund to extend the benefit to students of publicly-funded sub-degree programmes. We propose to further inject \$1 billion into the Government Scholarship Fund in 2012-13 to establish more scholarships or award schemes for outstanding students, including those from overseas.

The Administration will also establish an Internationalisation Forum to consider strategy, foster collaboration and share good practices on internationalisation. Resource requirements, if any, will be examined as we plan its implementation.

We have launched a five-year Pilot Mainland Experience Scheme (the Scheme) with a total commitment of \$100 million to subsidise on a matching basis local post-secondary students to participate in short-term internship or learning programmes in the Mainland, including visits, exchanges or voluntary services. Participants will be able to learn about the prevailing social, economic and cultural landscapes of our country through these programmes. Each student may receive a subsidy of up to \$3,000. For the 2011/12 academic year, matching grants of about \$26 million to 14 post-secondary institutions have been approved, which can subsidise about 8 500 students participating in the Scheme.

The increase in non-local student quota for publicly-funded post-secondary 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 allocation of \$100 million to subsidise post-secondary students' participation in short-term internship or learning programmes in the Mainland will not result in additional recurrent cost.

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.

As regards diversification, we have introduced in recent years a number of measures to facilitate the development of self-financing post-secondary sector. These measures include –

- (i) 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, eight sites have been granted. We are also inviting applications for another two sites in Tseung Kwan O and Chai Wan for the development of self-financing degree programmes, and the deadline for application is 24 February 2012. We will continue to launch other sites for the development of self-financing degree programmes, as and when appropriate;
- (ii) Start-up Loan Scheme – This Scheme provides loans to support self-financing non-profit-making post-secondary institutions to develop new college premises and re-provision existing premises operating in sub-optimal environment, such as refurbishing vacant school premises. Launched in 2001, the Scheme has a total commitment of \$7 billion;
- (iii) 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; and
- (iv) Self-financing Post-secondary Education Fund – A \$2.5 billion fund was established in 2011 to provide scholarships to outstanding students pursuing full-time locally accredited self-financing sub-degree or bachelor degree programmes, and supports worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education. We also plan to inject \$1 billion into the fund in 2012-13 to set up more scholarships and awards to give recognition to students with outstanding academic performance or remarkable achievements in other areas.

As announced by the Chief Executive in his 2011-12 Policy Address, we will inject \$5 billion into the Research Endowment Fund. Of that, \$3 billion will provide research funding to self-financing tertiary institutions on a competitive basis to enhance academic and research development. Also, we will earmark \$2.5 billion to launch the sixth Matching Grant Scheme (MGS) in the post-secondary education sector to help institutions tap more funding sources, improve the quality of education and foster a philanthropic culture. For the first time, the proposed sixth MGS will cover all statutory and approved post-secondary institutions to further consolidate their development.

(b) Our efforts to establish Hong Kong as a regional education hub have started to bear fruit. In recent years, our tertiary institutions have been recognised as leading institutions in various international rankings, and our business administration programmes are among the best in the world. In the 2010/11 academic year, 18 000 non-local students from more than 70 countries or regions came to Hong Kong for post-secondary studies. Relaxing the restrictions on non-local students to stay in or return to Hong Kong will help attract more non-local students to come here to study. Since the implementation of this initiative in May 2008, more than 15 000 applications have been approved. The Administration will maintain close communication with stakeholders concerned with a view to ensuring the effective implementation of the abovementioned measures.

Signature _____
Name in block letters _____ Mrs Cherry Tse
Post Title _____ Permanent Secretary for Education
Date _____ 27 February 2012

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

Reply Serial No.

EDB033

Question Serial No.

3265

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:

Please provide the details, progress and estimated expenditure of the review of the subvention to the English Schools Foundation.

Asked by: Hon. CHAN Tanya

Reply:

Our policy position is that the English Schools Foundation (ESF) is an established and valued member of our school system. Review of its subvention should be based on a holistic perspective of the entire school system and the position of the ESF therein, taking into account the arrangements for schools which operate in a like-fashion in terms of governance and oversight mechanisms, admission policy, curriculum and student mix, etc. In addition, we would also factor into our consideration the demand for English-medium education by the expatriate community and some local families, as well as any possible niche and uniqueness of the ESF vis-à-vis other private international schools in meeting the learning needs of students. During the process of the review, we have liaised and will continue to liaise closely with the ESF management. We shall report to the Legislative Council Panel on Education later in the year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

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

EDB034

Question Serial No.

3266

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 Bureau states that it will plan to launch a new programme based on the Project Yi Jin model as an alternative pathway for senior secondary 3 school leavers under the new senior secondary academic structure and for adult learners to gain a formal qualification for employment and continuing education. What are the details and estimated expenditure involved?

Asked by: Hon. CHAN Tanya

Reply:

The Financial Secretary proposed in his Budget Speech for 2012-13 that \$1 billion be set aside for implementing a programme based on the Project Yi Jin model to provide an alternative pathway for secondary 6 school leavers under the New Academic Structure as well as adult learners to obtain a formal qualification for the purposes of employment and further study. We are working with the Federation for Continuing Education in Tertiary Institutions (FCE) in developing the new programme.

Under the current design, the programme will comprise eight modules with a total of 600 contact hours, including five core modules (Chinese Language, English Language, Mathematics, Liberal Studies and Communication Skills) and three elective modules. A wide range of elective modules, primarily of practical nature, will be offered. It is intended that upon satisfactory completion of study, a student under the new programme will be awarded a full Yi Jin Diploma (YJD). The Diploma will be deemed comparable to the attainment of Level 2 standard in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. We are also developing an additional elective module on Mathematics under the YJD. For those students who have satisfactorily completed the additional Mathematics elective module, the qualification is intended to be deemed comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination. YJD will be regarded as meeting the entry requirements for admission to Higher Diploma or Associate Degree programmes.

Based on the experience in recent years, we estimate that the sum earmarked will be sufficient to cover the Government's expenditure for the programme in the first five years of implementation. The proposed funding is mainly for reimbursement of tuition fee to eligible students.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB035**

Question Serial No.

0782

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:

- (a) The Education Bureau oversees the provision of measures to support non-Chinese speaking students, such as strengthening the co-ordination of school-based support to schools admitting non-Chinese speaking students and providing after-school support on extended Chinese learning for non-Chinese speaking students, etc. How will the measures be implemented? What are the work indicators? Please give a breakdown of the resource input and the manning ratios involved in implementation.

Measures	Resource input (\$)	One-off / recurrent funding	Ranks and numbers of ethnic minority staff	Service targets and numbers	Work indicators
School-based support (Mainstream schools admitting non-Chinese speaking students)					
After-school support on extended Chinese learning					
Teaching training: cultural sensitivity			Not applicable		
Other measures (Please specify)					
Schools designated for servicing the needs of non-Chinese speaking students					

- (b) The number of schools designated for servicing the needs of non-Chinese speaking students will increase from 30 to 33. What is the mechanism for selecting designated schools? Is it based on the district population of ethnic minorities or the numbers of non-Chinese speaking students? What are the requirements for the numbers and the ratios of non-Chinese speaking students? What is the amount of funding to be allocated to each designated school?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The details of the concerned educational support measures for non-Chinese speaking (NCS) students are tabulated at the Annex.
- (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 have not set a ceiling for the number of designated schools and will consider the distribution of the designated schools to ensure that they can cater for the needs of NCS students in various districts. Schools admitting a critical mass of NCS students and are ready to share their experiences with other schools are welcome to apply. For planning purpose, we have earmarked an estimated provision of \$18.6 million for designated schools in the 2012/13 school year with an average of about \$0.56 million per school assuming that the number of designated schools will be increased to 33 by the 2012/13 school year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

Educational support measures for non-Chinese speaking (NCS) students

Measures	Resource input up to the 2011/12 school year (\$ million)	One-off / recurrent funding	Ranks and numbers of ethnic minority staff	Service targets and numbers (Note)	Work indicators
School-based support (Mainstream schools admitting non-Chinese speaking students)	*	*	Not applicable	Schools admitting NCS students 30 designated schools with 8 363 NCS students and 15 other schools admitting 1 000 NCS students	To support teachers to flexibly adapt school-based Chinese curriculum, refine teaching strategies, develop teaching and learning materials, etc.
After-school support on extended Chinese learning	\$77.0 million has been injected into the Language Fund for the project	The project is being tried out in the form of a pilot project for the period from the 2010/11 to the 2012/13 school years	**	Schools admitting NCS students other than designated schools About 4 000 NCS students, i.e. about 70% of the NCS students in non-designated schools	To support schools to organise diversified extended Chinese learning activities
Teacher training: cultural sensitivity	*	*	Not applicable	All teachers #	To promote an inclusive environment in schools
Other measures (Please specify) Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students (Supplementary Guide)	* A total of about \$14.1 million since the 2006/07 school year to conduct two studies to support the development of the Supplementary Guide and for development of teaching reference materials and assessment tools	On an annual basis since the 2006/07 school year	Not applicable	All schools admitting NCS students	To support teachers to adopt the curriculum modes to meet the diverse needs and aspirations of their NCS students
Other measures (Please specify)	A total of about \$14.9 million	On an annual basis since the	Not applicable	588 participating students in the	To offer remedial

Chinese Language Learning Support Centre	since the 2006/07 school year	2006/07 school year		2011/12 school year	programmes after school hours and during holidays to NCS students particularly those who have a late start in learning Chinese, to develop teaching resources and to organise workshops for experience sharing with teachers
Other measures (Please specify) Summer Bridging Programmes	A total of \$5.4 million since the 2006/07 school year	On an annual basis since the 2006/07 school year	**	NCS students at Primary 1 to 4 levels 1 300 NCS students	To facilitate NCS students to adapt to the new learning environment on admission to Primary 1 and consolidate their learning at Key Stage 1
Other measures (Please specify) Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination, starting from 2010	A total of \$0.77 million since the 2009/10 school year	On an annual basis since the 2009/10 school year	Not applicable	Registration to the Examination for 2012 in progress and relevant figures not yet available.	To subsidise eligible school candidates to the effect that the fee level of GCSE (Chinese) Examination payable by the subsidised school candidates is on par with the Chinese Language paper in the Hong Kong Certificate of Education Examination or Hong Kong Diploma of Secondary Education
Schools designated for servicing the needs of	A total of \$69.4 million since the 2006/07 school year	Recurrent	**	Designated schools 30 designated schools with 8 363	To support schools to put in place school-based

non-Chinese speaking students				NCS students	support measures to further help their NCS students in learning and integration
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Note Reference has been drawn to the 2011/12 school year.

- * 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.
- ** Schools may deploy their resources including the funding concerned to appoint additional staff including ethnic minority staff. A breakdown of expenditure in this regard is not available.
- # Elements of cultural sensitivity are embedded in various kinds of professional development programmes for teachers. A breakdown of participants is not available.

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

EDB036

Question Serial No.

2386

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:

- (a) In recent years, a large number of cross-boundary students living in the Mainland commute to attend the schools in Hong Kong every day. Please provide in the following table the statistics on the number of students in Hong Kong:

	2006	2007	2008	2009	2010	2011
(i) Secondary, primary and pre-primary students in Hong Kong						
(ii) Secondary students with registered residential address in the Mainland						
(iii) Primary students with registered residential address in the Mainland						
(iv) Kindergarten (including kindergarten-cum-child care centres) students with registered residential address in the Mainland						
(v) Primary students both of whose parents are residents of the Mainland						
(vi) Kindergarten students both of whose parents are residents of the Mainland						

- (b) Does the Administration have any special support measures for cross-boundary students living in the Mainland? If yes, please list the respective measures, resource input, effectiveness indicators and number of services targets.

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a) The figures from 2006/07 to 2011/12 school years are set out below:

School Year	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
(i) Secondary, primary and pre-primary students in Hong Kong (Note 1)	1 039 811	1 014 590	988 828	962 791	937 604	955 451
(ii) Number of cross-boundary students (CBS) in secondary schools (Note 2)	799	937	1 078	1 267	1 538	1 881
(iii) Number of CBS in primary schools (Note 2)	2 878	3 466	3 910	4 090	4 575	5 276
(iv) Number of CBS in kindergartens (Note 2)	797	1 456	1 780	2 681	3 786	5 708
(v) Primary students both of whose parents are residents of the Mainland (Note 3)	Not Available					
(vi) Kindergarten students both of whose parents are residents of the Mainland (Note 3)						

Note 1 Figures include kindergartens, ordinary primary, secondary day schools and special schools, but not secondary day courses operated by private schools offering tutorial, vocational and adult education courses. The figures refer to the position as at September of the respective school years.

Note 2 Annual surveys on the number of students travelling daily across the boundary to schools - cross-boundary students (CBS) are conducted in schools in the districts of the New Territories region, namely North, Tai Po, Tuen Mun, Yuen Long, Sha Tin, Tsuen Wan and Kwai Tsing. We have not collected any information on the Mainland residential address of the students.

Note 3 In our annual survey conducted to schools, we have not collected any information on the status of the students' parents and their residential address in the Mainland.

(b) By virtue of their right of abode in Hong Kong, CBS enjoy the same education services as our local students. If CBS are newly-arrived children, they may choose to attend the six-month full-time "Initiation Programme", or the "Induction Programme" run by non-governmental organisations alongside various school-based programmes run by their respective schools using the "School-based Support Scheme Grant", which aim at helping them integrate into the local community and overcome their learning difficulties.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB037**

Question Serial No.

2390Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (2) Primary Education
(3) Secondary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

A lot of cross-boundary students living in the Mainland travel to attend schools in Hong Kong everyday. Please provide the numbers of cross-boundary students (with registered residential address in the Mainland) studying in North District, Tai Po, Yuen Long, Tuen Mun and other districts by school category.

	2006	2007	2008	2009	2010	2011
North:						
a. secondary school						
b. primary school						
c. kindergarten (including child care centre)						
Tai Po:						
d. secondary school						
e. primary school						
f. kindergarten (including child care centre)						
Yuen Long:						
g. secondary school						
h. primary school						
i. kindergarten (including child care centre)						
Tuen Mun:						
j. secondary school						
k. primary school						
l. kindergarten (including child care centre)						
Other District:						
m. secondary school						
n. primary school						
o. kindergarten (including child care centre)						

Asked by: Hon. CHEUNG Kwok-che

Reply:

Figures on the number of students crossing the boundary to commute to schools daily are collected from schools in districts near the land boundary control points (BCP). As such, we do not have information on the residential address of the cross-boundary students (CBS) and numbers of CBS in other districts. The distributions of CBS by districts near the BCP and by school level from the 2006/07 to 2011/12 school years are as below:

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
North:						
a. secondary school	720	791	876	1002	1205	1432
b. primary school	2448	2969	3276	3393	3619	3928
c. kindergarten (including child care centre)	791	1435	1629	2225	2787	3677
Tai Po:						
d. secondary school	51	101	92	122	139	182
e. primary school	140	168	195	199	248	351
f. kindergarten (including child care centre)	1	1	1	19	29	67
Yuen Long:						
g. secondary school	28	45	100	111	141	196
h. primary school	290	319	390	396	513	625
i. kindergarten (including child care centre)	5	3	56	210	514	1070
Tuen Mun:						
j. secondary school	NA	0	10	22	32	43
k. primary school	NA	10	49	82	158	305
l. kindergarten (including child care centre)	NA	17	94	225	454	892
Sha Tin, Tsuen Wan and Kwai Tsing						
m. secondary school	NA	NA	NA	10	21	28
n. primary school	NA	NA	NA	20	37	67
o. kindergarten (including child care centre)	NA	NA	NA	2	2	2

Legend:

NA - No data were collected from schools in the respective districts and school years.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB038

Question Serial No.

2880

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 Government estimates that 75 000 places will be provided at post-secondary level and 35 000 continuing education and vocational education and training places will be offered in 2012-13.

- (a) Please provide details of the distribution of post-secondary places as well as continuing education and vocational education and training places among various institutions and training centres.
- (b) Please advise on the numbers of degree, sub-degree and higher diploma places among the 75 000 post-secondary places to be provided.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The Government is committed to providing multiple pathways for our young people through promoting the parallel development of the publicly-funded sector and the self-financing sector. For the 2012/13 academic year, it is estimated that over 75 000 locally accredited post-secondary places including 37 700 bachelor degree places and 37 500 sub-degree places (including Associate Degree and Higher Diploma).

Apart from post-secondary programmes, around 35 000 continuing education and vocational education and training places will be available to secondary school leavers. These include about 15 000 places from the new programmes based on the Project Yi Jin model, 9 000 places from vocational education and training centres of Vocational Training Council, 700 places from the Construction Industry Council Training Academy and Clothing Industry Training Authority, and over 10 000 places from Youth Pre-employment Training Programme and Youth Work Experience and Training Scheme, Employees Retraining Board and other institutions. Students can choose the pathways that best suit their abilities and aspirations.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB039

Question Serial No.

2881

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:

Two separate injections of \$1 billion each into the HKSAR Government Scholarship Fund and Self-financing Post-Secondary Education Fund will be made to establish more scholarship or award schemes. In this connection, please advise on –

- (a) whether students of self-financing institutions may apply for such scholarships/awards; and
- (b) whether the receipt of the scholarship/award is in conflict with the awardee's entitlement to student grants/loans.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) Established in 2008, the HKSAR Government Scholarship Fund provides scholarships to outstanding local and non-local students enrolled in full-time publicly-funded sub-degree and degree or above levels programmes. The Fund does not cover students of self-financing institutions.

The Self-financing Post-secondary Education Fund was established in 2011 to, among others, provide scholarships to outstanding students pursuing full-time locally accredited self-financing sub-degree or bachelor degree programmes. These students will therefore also benefit from the proposed injection of \$1 billion into the Fund.

- (b) The HKSAR Government Scholarship Fund and the scholarship scheme under the Self-financing Post-secondary Education Fund are merit-based schemes that aim at giving recognition to the achievements of outstanding students irrespective of their financial conditions. Receipt of scholarships under the two schemes will not affect the students' eligibility for the means-tested and non-means-tested student financial assistance schemes administered by the Student Financial Assistance Agency.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB040

Question Serial No.

3251

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 will enhance student guidance service through the provision of a top-up student guidance service grant to public sector primary schools.

- (a) What are the details of the top-up student guidance service grant?
- (b) How many primary schools will be provided with the top-up student guidance service grant?
- (c) What is the amount of additional provision involved in relation to the above initiative?

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a) – (c)

At present, resources for student guidance service (SGS) in public sector primary schools are provided in the form of student guidance officer/teacher or SGS Grant. To further enhance SGS in primary schools, the Chief Executive announced in his 2011-12 Policy Address that a top-up SGS grant would be provided for public sector primary schools with five or more classes as from the 2012/13 school year. For schools with at least 18 classes, in addition to one student guidance officer/teacher/SGS Grant, an amount of \$15,000 will be provided for each class starting from the 18th class. For schools with fewer than 18 classes, in addition to half a student guidance officer/teacher/SGS Grant, an amount of \$15,000 will be provided for each class starting with the fifth class.

The estimated number of public sector primary schools with five or more classes, which will be entitled to the top-up grant, is 455 in the 2012/13 school year. The total estimated expenditure for the top-up grant in the 2012/13 school year is about \$58 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB041

Question Serial No.

3252

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:

What are the amounts of provisions for the Student Guidance Service (SGS) Grant in the past 5 years and the coming 1 year respectively?
(Please fill out Table I)

What are the numbers of student guidance personnel (SGP), Student Guidance Officers (SGOs) and Student Guidance Teachers (SGTs) employed with funds under SGS Grant in the past 5 years and the coming 1 year respectively?
(Please fill out Table II)

Table I:

	Amount of Provision for SGS Grant
2007-08	
2008-09	
2009-10	
2010-11	
2011-12	
2012-13	

Table II:

	SGP	SGOs	SGTs
2007-08			
2008-09			
2009-10			
2010-11			
2011-12			
2012-13			

Asked by: Hon. CHEUNG Kwok-che

Reply:

The Education Bureau (EDB) has implemented the Comprehensive Student Guidance Service in all primary schools since the 2002/03 school year with a view to helping schools establish a system to provide school-based, holistic and integrated guidance service. Resources for student guidance service (SGS) have been provided for primary schools in the form of either student guidance officer/teacher or SGS Grant.

The amount of provision for the SGS Grant in the past five school years (i.e. 2007/08 to 2011/12 school years) and the coming 2012/13 school year are as follows:

School Year	Amount of Provision for SGS Grant (\$ million)
2007/08	109.8
2008/09	111.2
2009/10	110.6
2010/11	112.2
2011/12	120.4
2012/13 (estimate)	191.8 (including the provision for the top-up grant* in the amount of \$58 million)

** Note: To further enhance SGS in primary schools, the Chief Executive announced in his 2011-12 Policy Address that a top-up grant would be provided for public sector primary schools as from the 2012/13 school year. For schools with at least 18 classes, in addition to one student guidance officer/teacher/SGS Grant, an amount of \$15,000 will be provided for each class starting from the 18th class. For schools with fewer than 18 classes, in addition to half a student guidance officer/teacher/SGS Grant, an amount of \$15,000 will be provided for each class starting with the fifth class.*

Primary schools receiving SGS Grant may, based on their own needs, procure SGS from non-governmental organisations or directly recruit full-time or part-time Student Guidance Personnel (SGP) who can be registered social workers, registered teachers with experience in guidance and/or teaching or other professionals with equivalent qualifications and experience. The EDB does not collect statistics on these SGP employed by schools using the SGS Grant. Hence, we are unable to provide the data required in Table II.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

Reply Serial No.

EDB042

Question Serial No.

3253

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

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

What were the numbers of non-Chinese speaking students studying at different grade levels in primary schools in the past 5 years?

	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Asked by: Hon. CHEUNG Kwok-che

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in primary schools by grade in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years is tabulated at Annex.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

**Number of non-Chinese speaking students in primary schools
by grade in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years**

Grade	2007/08 school year	2008/09 school year	2009/10 school year	2010/11 school year	2011/12 school year
P1	1 011	1 034	1 116	1 229	1 291
P2	1 065	1 024	1 066	1 252	1 310
P3	1 006	1 122	1 052	1 259	1 297
P4	954	1 035	1 163	1 173	1 321
P5	825	991	1 066	1 254	1 222
P6	722	828	1 017	1 070	1 262
P1-P6	5 583	6 034	6 480	7 237	7 703

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover 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.

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

Reply Serial No.

EDB043

Question Serial No.

3254

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:

What were the numbers of non-Chinese speaking students studying at different grade levels in secondary schools in the past 5 years?

	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Asked by: Hon. CHEUNG Kwok-che

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in secondary schools by grade in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years is tabulated at Annex.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

**Number of non-Chinese speaking students in secondary schools
by grade in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years**

Grade	2007/08 school year	2008/09 school year	2009/10 school year	2010/11 school year	2011/12 school year
S1	804	970	1 099	1 304	1 373
S2	706	820	976	1 145	1 339
S3	642	715	802	995	1 114
S4	556	583	692	815	999
S5	325	483	519	645	734
S6	136	166	179	189	648
S7	103	105	139	143	166
S1-S7	3 272	3 842	4 406	5 236	6 373

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover 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.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB044**

Question Serial No.

3255

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (3) Secondary Education
(4) Special EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

What was the number of students with special educational needs (SEN) studying at different grade levels in mainstream secondary schools in the past 5 years?

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Attention Deficit / Hyperactivity	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2007-08							
2008-09							
2009-10							
2010-11							
2011-12							

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of students with SEN studying in public sector mainstream secondary schools by grade levels by major SEN types in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years is set out at Appendix. Owing to increased awareness among teachers and parents, more students with SEN are identified. Hence, the number has increased over the years.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

The number of students with SEN studying in public sector mainstream secondary schools by grade levels by major SEN types in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years ^{Note 1&2}

Specific Learning Difficulties	S1	S2	S3	S4	S5	S6	S7
2007/08	977	668	373	190	115	6	1
2008/09	1 210	1 031	716	340	186	11	6
2009/10	1 458	1 375	1 092	743	355	15	10
2010/11	1 863	1 516	1 385	1 004	630	21	15
2011/12	1 891	1 803	1 494	1 248	834	557	19

Intellectual Disability	S1	S2	S3	S4	S5	S6	S7
2007/08	88	102	62	59	29	0	2
2008/09	153	130	136	64	60	0	0
2009/10	162	181	152	140	76	1	0
2010/11	166	169	208	131	133	0	1
2011/12	164	184	181	178	108	125	0

Autism Spectrum Disorders	S1	S2	S3	S4	S5	S6	S7
2007/08	63	48	30	12	16	1	1
2008/09	110	97	72	36	17	4	2
2009/10	135	152	124	84	63	8	5
2010/11	186	185	170	126	91	15	9
2011/12	225	210	206	177	129	94	11

Attention Deficit / Hyperactivity Disorder	S1	S2	S3	S4	S5	S6	S7
2007/08	69	44	16	11	3	0	0
2008/09	163	111	65	20	9	0	0
2009/10	254	244	143	70	27	1	1
2010/11	373	364	286	152	69	2	2
2011/12	488	468	379	265	124	62	4

Physical Disability	S1	S2	S3	S4	S5	S6	S7
2007/08	14	9	9	7	10	6	4
2008/09	24	28	16	10	14	3	7
2009/10	35	51	48	23	22	2	5
2010/11	37	53	55	45	29	5	3
2011/12 ^{Note 3}	35	47	39	50	38	31	7

Visual Impairment	S1	S2	S3	S4	S5	S6	S7
2007/08	9	12	5	5	13	6	5
2008/09	6	14	15	11	10	4	6
2009/10	17	14	22	11	18	4	5
2010/11	8	20	17	17	16	4	4
2011/12	15	11	26	19	16	17	4

Hearing Impairment	S1	S2	S3	S4	S5	S6	S7
2007/08	93	92	107	84	66	19	17
2008/09	77	96	85	96	80	19	19
2009/10	75	80	92	90	93	20	19
2010/11	72	76	81	91	87	21	21
2011/12	63	71	78	82	87	88	23

Speech & Language Impairment	S1	S2	S3	S4	S5	S6	S7
2007/08	26	8	1	1	2	0	0
2008/09	51	69	20	8	4	2	0
2009/10	83	42	14	20	13	2	5
2010/11	71	60	36	33	24	1	3
2011/12	60	29	42	35	20	22	2

- Note: 1. The computer system specifically designed by EDB for collecting data concerning students with SEN was fully developed and open to secondary schools for direct input of the relevant data only in mid 2008.
2. With the implementation of New Senior Secondary Academic Structure, all secondary school students, including those with SEN, could be promoted to S6 in the 2011/12 school year. Hence, the number of S6 students with SEN in the 2011/12 school year has increased.
3. There is a drop in the number of students with physical disability (PD) in the 2011/12 school year because Developmental Coordination Disorder, which was previously classified as a kind of PD, has been re-categorised under specific learning difficulties. This aligns with the global practice and the categorisation under the Rehabilitation Programme Plan.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB045**

Question Serial No.

3256

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

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

What was the number of students with special educational needs (SEN) studying at different grade levels in mainstream primary schools in the past 5 years?

Specific Learning Difficulties	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Intellectual Disability	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Attention Deficit/ Hyperactivity	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Physical Disability	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Visual Impairment	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Hearing Impairment	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Speech & Language Impairment	P1	P2	P3	P4	P5	P6
2007-08						
2008-09						
2009-10						
2010-11						
2011-12						

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of students with SEN studying in public sector mainstream primary schools by grade levels by major SEN types in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years is set out in the Appendix. Owing to increased awareness among teachers and parents, more students with SEN are identified. Hence, the number has increased over the years.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

The number of students with SEN studying in public sector mainstream primary schools by grade levels by major SEN types in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years

Specific Learning Difficulties	P1 <small>Note 1</small>	P2	P3	P4	P5	P6
2007/08	44	595	1 164	1 387	1 167	1 088
2008/09	48	656	1 778	1 650	1 590	1 341
2009/10	30	632	1 754	2 081	1 735	1 682
2010/11	40	665	1 786	2 080	2 168	1 809
2011/12	20	428	1 612	2 039	2 131	2 197

Intellectual Disability	P1 <small>Note 1</small>	P2	P3	P4	P5	P6
2007/08	73	86	115	114	120	125
2008/09	70	116	126	146	136	149
2009/10	74	133	142	129	139	141
2010/11	60	135	155	151	128	143
2011/12	68	94	166	166	154	127

Autism Spectrum Disorders	P1	P2	P3	P4	P5	P6
2007/08	207	129	109	115	108	100
2008/09	251	271	209	168	161	142
2009/10	254	296	305	248	191	182
2010/11	368	382	353	366	288	227
2011/12	431	422	417	386	378	290

Attention Deficit/Hyperactivity Disorder	P1	P2	P3	P4	P5	P6
2007/08	27	83	177	170	169	149
2008/09	25	121	219	309	283	244
2009/10	34	134	249	343	407	324
2010/11	62	188	333	444	477	492
2011/12	53	143	293	449	503	513

Physical Disability	P1	P2	P3	P4	P5	P6
2007/08	17	17	29	28	14	18
2008/09	14	27	26	36	33	28
2009/10	10	24	34	31	42	33
2010/11	17	25	31	45	44	46
2011/12 <small>Note 2</small>	21	21	18	19	29	32

Visual Impairment	P1	P2	P3	P4	P5	P6
2007/08	4	6	10	5	12	5
2008/09	6	8	6	10	6	14
2009/10	3	7	10	8	13	6
2010/11	3	5	7	12	8	15
2011/12	0	6	6	6	12	8

Hearing Impairment	P1	P2	P3	P4	P5	P6
2007/08	34	53	57	68	76	81
2008/09	43	45	66	58	64	78
2009/10	40	45	56	70	59	66
2010/11	39	43	50	59	71	65
2011/12	33	45	49	52	60	72

Speech & Language Impairment	P1 <small>Note 1</small>	P2	P3	P4	P5	P6
2007/08	40	522	283	171	94	69
2008/09	23	548	301	196	116	78
2009/10	24	632	392	220	142	109
2010/11	21	623	383	220	137	94
2011/12	47	910	450	281	174	110

Note: 1. The figures denote the position as at September of the respective school years. The number of students identified to have SEN will increase during the year through early identification and intervention measures.

- 2. There is a drop in the number of students with physical disability (PD) in the 2011/12 school year because Developmental Coordination Disorder, which was previously classified as a kind of PD, has been re-categorised under specific learning difficulties. This aligns with the global practice and the categorisation under the Rehabilitation Programme Plan.*

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

EDB046

Question Serial No.

0428

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:

The increase of \$46.4 million in the estimate is mainly for conducting a pilot project on industry attachment programmes for students in 2012-13. Please set out the project's annual expenditure, content, as well as the number of places to be offered under the programmes and their allocation.

Asked by: Hon. CHEUNG Man-kwong

Reply :

To further enhance the practical skills and employability of Vocational Training Council's students pursuing Higher Diploma (HD) and Diploma in Vocational Education (DVE) programmes, a pilot project on industry attachment will be implemented in the 2012/13 and 2013/14 academic years. The pilot project aims at preparing students for work by providing them with work-integrated learning experiences.

Under the pilot project, industry attachment will be formally included as a component (at least 90 hours) in the enriched curricula of the new HD programmes designed for Secondary 6 leavers from the 2012/13 academic year. DVE students will also be encouraged to gain exposure through industry attachment. Industry attachment could be arranged in many forms, including attachment in industries specific to programmes of study or workplace experience in industry-based projects, or structured or generic experiential learning experience in the workplace.

It is estimated that about 9 500 students (8 000 HD students and 1 500 DVE students) will benefit in each of the 2012/13 and 2013/14 academic year. Additional resources of about \$43 million will be required in the financial year from 2012-13 to 2014-15 to cover the staff cost for the planning and coordination of the programme, conducting visits to the workplace and coaching for students, post-attachment reviews and experience sharing amongst students. The annual cash flow requirement is estimated at \$9 million, \$18 million and \$16 million respectively for the financial years from 2012-13 to 2014-15.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB047

Question Serial No.

0429

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:

How many applications were received from employees of the Vocational Training Council (VTC) and its member institutions for the early retirement scheme from 2010/11 to 2012/13 academic years? Of these applications, how many were approved? What are the staff grades and the amount of money involved?

Asked by: Hon. CHEUNG Man-kwong

Reply:

There are 164 applications for early retirement in the 2010/11 to 2011/12 academic years (up to February 2012), of which 150 applications are approved. Among these successful applicants, 92 are academic and instructing staff and 58 are administrative and support staff. The amount of payment is about \$101 million. Applications in the 2012/13 academic year have yet to be received.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB048

Question Serial No.

0430

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 financial provisions for the academic years from 2010/11 to 2012/13 to meet the needs arising from the double cohort year? What are the items, staffing, numbers of places and estimated expenditure involved?

Asked by: Hon. CHEUNG Man-kwong

Reply:

Under the old academic structure, Vocational Training Council (VTC) offered sub-degree programmes for the two cohorts of Secondary 5 and Secondary 7 graduates taking the Hong Kong Certificate of Education Examination (HKCEE) and Hong Kong Advanced Level (HKAL) Examination respectively. Upon the implementation of new academic structure in the 2012/13 academic year, VTC will provide sub-degree programmes for two cohorts of students taking the Hong Kong Diploma of Secondary Education (HKDSE) and HKAL examinations respectively. In the 2011/12 academic year, which is a gap year in the absence of HKCEE graduates, VTC sub-degree programmes primarily catered for HKAL graduates.

During the transitional period from the 2010/11 to 2012/13 academic years, the Government has maintained similar levels of financial provisions as a stable and steady source of funding for VTC to provide quality education and training to students. The financial provisions to VTC for the 2010-11 to 2012-13 financial years are \$1,713.4 million, \$1,854.8 million and \$1,901.2 million respectively. These provisions are used to fund 76 323, 66 910 and 79 020 (estimated) subvented and self-financing vocational education places in the 2010/11 to 2012/13 academic years respectively.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

Reply Serial No.

EDB049

Question Serial No.

0431

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:

- (a) Please give a breakdown of the expenditure on staff emolument and benefits for the academic years from 2010/11 to 2012/13. How much of such expenditure was or will be sourced from public funding and what are the respective proportions?
- (b) What are the annual salaries of the five highest paid staff for the academic years from 2010/11 to 2012/13?
- (c) Have financial resources other than government funding, such as donations, been used for staff employment for the academic years from 2010/11 to 2012/13? If so, please give a yearly breakdown of the number and ranks of the staff concerned, as well as the salary expenditure involved.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The full-time staffing expenses for subvented programmes incurred by the Vocational Training Council (VTC) in the 2010-11 to 2012-13 financial years are as follows –

<u>Year</u>	<u>Staff Expenses for Subvented Programmes</u>	<u>Government Recurrent Subvention towards Staff Expenses</u>	
	\$M	\$M	%
2010-11	2,051	1,543	75%
2011-12 Estimates	2,182	1,629	75%
2012-13 Estimates	2,225	1,645	74%

- (b) The annual salaries of the five highest paid staff in the 2010/11 to 2012/13 academic years are as follows –

	2010/11 Academic year (\$M)	2011/12 & 2012/13 Academic years (\$M)
1	2.22	2.31
2	1.96	2.06
3	1.74	2.01
4	1.73	1.82
5	1.69	1.77

- (c) In addition to its recurrent subvented activities, VTC also operates programmes that are self-financed or financed by specific funds from other organisations. VTC staff may be deployed to work on any programmes and activities as appropriate to meet operational requirements, and staff costs are charged to relevant accounts. The total numbers of VTC staff and related expenditure in the 2010-11 to 2012-13 financial years are as follows –

Year	Number of teaching staff	Number of administrative and support staff	Total number of staff	Total staff expenses (\$M)	Staff expenses for non- subvented activities (\$M)
2010-11	2 795	2 804	5 599	2,590	539
2011-12	2 620	2 765	5 385	2,751	569
2012-13 (Estimate)	2 820	2 770	5 590	2,829	604

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB050

Question Serial No.

0432

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:

- (a) What are the numbers of staff on temporary contracts and short-term contracts in the 2010/11 to 2012/13 academic years? How many of them have converted to employment under the new fixed term contract system? Among the staff employed on new fixed term contracts, how many have converted to continuous contracts?
- (b) What are the numbers of staff who have been continuously employed for 2 or more years or more than 6 years but have yet to be offered permanent appointment in the 2010/11 to 2012/13 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:

- (a) The requested information in respect of Vocational Training Council is set out below –

Academic year	Number of staff on temporary/short-term contracts	Number of staff transferred/ to be transferred to 2-year fixed term contracts	Number of staff on 2-year fixed term contracts transferred/ to be transferred to continuous contracts
2010/11	1 111	129	128
2011/12*	745	472	126
2012/13 (Estimate)	700	200	170

* As from the 2011/12 academic year, a structured scheme has been introduced for transferring eligible short-term contract staff to 2-year fixed term contract terms.

- (b) The numbers of staff on fixed term contracts who have served for two or more years and more than six years in the 2010/11 to 2012/13 academic years are shown below –

Academic year	No. of fixed term contract staff who have served for		Longest serving fixed term contract staff	
	2 years to 6 years	More than 6 years	Years of service	Contract renewal
2010/11	1 215	121	14 Years	7 times
2011/12	1 125	132	15 Years	8 times
2012/13 (Estimate)	1 080	160	16 Years	9 times

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB051

Question Serial No.

1223

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 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 from 2009-10 to 2011-12.

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		
	2009-10	2010-11	2011-12 Revised	2009-10	2010-11	2011-12 Revised
	Actual \$ million	Actual \$ million	Estimate \$ million	Actual \$	Actual \$	Estimate \$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme ¹	1,641	1,867	2,039	N/A	N/A	N/A
Government primary schools ²	832	827	862	39,093	41,456	45,660
Aided primary schools	9,486	9,530	10,117	32,396	35,706	39,580
English Schools Foundation Junior Schools	116	116	116	20,720	20,666	20,740
Primary schools under the Direct Subsidy Scheme	377	458	531	30,806	33,454	37,280
Government secondary schools ²	1,276	1,255	1,389	48,261	49,775	53,710
Aided secondary schools	15,607	15,924	17,440	41,073	42,717	45,400
Caput schools	163	161	168	43,574	45,437	47,940
English Schools Foundation Secondary Schools	167	168	169	28,475	28,611	28,780
Secondary schools under the Direct Subsidy Scheme	2,051	2,167	2,326	40,913	42,473	44,260
Aided special schools	1,404	1,489	1,649	160,958	170,619	184,750
Vocational Training Council ³						
- Higher technician / technician level	1,753	1,713	1,855	61,400	64,300	69,400
- Craft level				54,900	55,000	56,500
University Grants Committee-funded Institutions ⁴	11,476	11,016	11,629	214,300	213,700	218,900
The Hong Kong Institute of Education ⁴	520	528	563	151,900	145,900	137,900

There is no government funding allocated directly to the training providers of the Project Yi Jin and adult education. Students taking courses under Project Yi Jin or the Financial Assistance Scheme for Designated Evening Adult Education Courses and meeting the eligibility criteria can receive partial or full tuition fee reimbursement under the financial assistance schemes administered by the Student Financial Assistance Agency.

Note

1. The financial provision covers 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 to parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc.
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 –

	2009-10 Actual \$ million	2010-11 Actual \$ million	2011-12 Revised Estimate \$ million
City University of Hong Kong	1,415	1,341	1,385
Hong Kong Baptist University	683	663	689
Lingnan University	292	277	283
The Chinese University of Hong Kong	2,546	2,494	2,655
The Hong Kong Institute of Education	520	528	563
The Hong Kong Polytechnic University	1,873	1,814	1,904
The Hong Kong University of Science and Technology	1,533	1,409	1,486
The University of Hong Kong	2,614	2,490	2,664
Total	11,476	11,016	11,629

The extra non-recurrent funding for the Matching Grant Scheme is not included. The above unit cost figures are calculated on an academic year and a full-time-equivalent basis.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 24 February 2012

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

EDB052

Question Serial No.

1224

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 provide the data from 2007-08 to 2011-12 on the following items:

- (a) Total expenditure and total recurrent expenditure on education, as well as their percentage shares in the Government's total public expenditure and total recurrent expenditure respectively.
- (b) Please provide a breakdown of the total expenditure on education by recurrent expenditure, non-recurrent and capital account expenditure under General Revenue Account (GRA), capital expenditure under Capital Works Reserve Fund (CWRP) and Loan Fund (LF).
- (c) Please list the following information on pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support:
 - (i) The recurrent and non-recurrent expenditures under GRA, their respective percentage shares in GRA as well as in recurrent and non-recurrent expenditures on education.
 - (ii) The total expenditure (including GRA, CWRP and LF) of the above education areas and its share in the total expenditure on education.
 - (iii) The expenditure on education (including recurrent expenditure, non-recurrent and capital account expenditure under GRA only) for each of the above education areas and their respective percentage shares in the Gross Domestic Product (GDP).
 - (iv) The total expenditure on education (including GRA, CWRP and LF) of the above education areas and its percentage share in the GDP.
 - (v) The provisions for each of the education areas and their percentage changes in the past 5 years (i.e. 2007-08 to 2011-12).

Asked by: Hon. CHEUNG Man-kwong

Reply:

(a) The total and recurrent expenditure on education

	2007-08	2008-09	2009-10	2010-11	2011-12 Revised Estimate
Total expenditure on education					
Amount (\$ million)	53,825	74,995	58,240	60,719	68,274
Percentage share of Total Public Expenditure	21.3%	22.7%	19.0%	18.9%	17.6%
Total recurrent expenditure on education					
Amount (\$ million)	46,794	49,863	50,831	51,034	56,052
Percentage share of Recurrent Government Expenditure	23.5%	23.3%	23.0%	22.9%	23.0%

(b) Breakdown of the total expenditure on education by GRA, CWRP and LF

	2007-08	2008-09	2009-10	2010-11	2011-12 Revised Estimate
	\$ million	\$ million	\$ million	\$ million	\$ million
General Revenue Account					
Recurrent	46,794	49,863	50,831	51,034	56,052
Non-recurrent	2,145	19,737	1,002	3,016	3,571
Capital account	725	543	670	741	774
subtotal	49,664	70,143	52,503	54,791	60,397
Capital Works Reserve Fund	2,243	2,801	3,901	4,183	5,815
Loan Fund	1,918	2,051	1,836	1,745	2,062
Total expenditure on education	53,825	74,995	58,240	60,719	68,274

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2007-08)

2007-08	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure \$ million	% of GDP
	Recurrent \$ million	% of Recurrent	% of GRA expenditure	Non-recurrent \$ million	% of Non- recurrent	% of GRA expenditure		
Pre-primary	1,709	3.7%	3.4%	0	0.0%	0.0%	1,709	0.10%
Primary	10,468	22.4%	21.1%	34	1.6%	0.1%	10,747	0.65%
Secondary	17,118	36.6%	34.5%	274	12.8%	0.6%	17,720	1.07%
Special	1,227	2.6%	2.5%	13	0.6%	0.0%	1,275	0.08%
Teacher Training ⁽¹⁾	1,059	2.3%	2.1%	39	1.8%	0.1%	1,097	0.07%
Vocational Education ⁽²⁾	1,679	3.6%	3.4%	3	0.1%	0.0%	1,727	0.10%
Higher Education ⁽³⁾	11,891	25.4%	23.9%	1,602	74.7%	3.2%	13,537	0.82%
Others ⁽⁴⁾	1,644	3.5%	3.3%	181	8.4%	0.4%	1,853	0.11%
Total ⁽⁵⁾	46,794	100%	94.2%	2,145	100%	4.3%	49,664	3.00%
GDP (\$million) ⁽⁶⁾	1,652,799							

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2008-09)

2008-09	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure \$ million	% of GDP
	Recurrent \$ million	% of Recurrent	% of GRA expenditure	Non-recurrent \$ million	% of Non- recurrent	% of GRA expenditure		
Pre-primary	2,106	4.2%	3.0%	50	0.3%	0.1%	2,156	0.13%
Primary	10,842	21.7%	15.5%	162	0.8%	0.2%	11,200	0.68%
Secondary	18,860	37.8%	26.9%	528	2.7%	0.8%	19,631	1.19%
Special	1,315	2.6%	1.9%	15	0.1%	0.0%	1,369	0.08%
Teacher Training ⁽¹⁾	1,077	2.2%	1.5%	63	0.3%	0.1%	1,140	0.07%
Vocational Education ⁽²⁾	1,825	3.7%	2.6%	9	0.0%	0.0%	1,869	0.11%
Higher Education ⁽³⁾	12,057	24.2%	17.2%	18,687	94.7%	26.6%	30,753	1.87%
Others ⁽⁴⁾	1,779	3.6%	2.5%	225	1.1%	0.3%	2,025	0.12%
Total ⁽⁵⁾	49,863	100%	71.1%	19,737	100%	28.1%	70,143	4.26%
GDP (\$million) ⁽⁶⁾							1,646,835	

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2009-10)

2009-10	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure \$ million	% of GDP
	Recurrent \$ million	% of Recurrent	% of GRA expenditure	Non-recurrent \$ million	% of Non- recurrent	% of GRA expenditure		
Pre-primary	2,169	4.3%	4.1%	57	5.7%	0.1%	2,226	0.13%
Primary	10,859	21.4%	20.7%	164	16.4%	0.3%	11,253	0.68%
Secondary	19,429	38.2%	37.0%	314	31.3%	0.6%	20,048	1.21%
Special	1,368	2.7%	2.6%	2	0.2%	0.0%	1,403	0.08%
Teacher Training ⁽¹⁾	1,070	2.1%	2.0%	34	3.4%	0.1%	1,104	0.07%
Vocational Education ⁽²⁾	1,948	3.8%	3.7%	13	1.3%	0.0%	1,999	0.12%
Higher Education ⁽³⁾	12,181	24.0%	23.2%	137	13.7%	0.3%	12,318	0.74%
Others ⁽⁴⁾	1,807	3.6%	3.4%	281	28.0%	0.5%	2,151	0.13%
Total ⁽⁵⁾	50,831	100%	96.8%	1,002	100%	1.9%	52,503	3.17%
GDP (\$million) ⁽⁶⁾							1,655,807	

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2010-11)

2010-11	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure \$ million	% of GDP
	Recurrent \$ million	% of Recurrent	% of GRA expenditure	Non-recurrent \$ million	% of Non- recurrent	% of GRA expenditure		
Pre-primary	2,379	4.7%	4.3%	50	1.7%	0.1%	2,429	0.14%
Primary	10,895	21.3%	19.9%	290	9.6%	0.5%	11,453	0.64%
Secondary	19,658	38.5%	35.9%	577	19.1%	1.1%	20,577	1.16%
Special	1,422	2.8%	2.6%	25	0.8%	0.0%	1,489	0.08%
Teacher Training ⁽¹⁾	1,057	2.1%	1.9%	48	1.6%	0.1%	1,104	0.06%
Vocational Education ⁽²⁾	1,916	3.8%	3.5%	14	0.5%	0.0%	1,964	0.11%
Higher Education ⁽³⁾	11,812	23.1%	21.6%	1,229	40.7%	2.2%	13,049	0.73%
Others ⁽⁴⁾	1,896	3.7%	3.5%	783	26.0%	1.4%	2,725	0.15%
Total ⁽⁵⁾	51,034	100%	93.1%	3,016	100%	5.5%	54,791	3.08%
GDP (\$million) ⁽⁶⁾							1,779,276	

(c) (i) Education expenditure under GRA by level and (iii) as % of GDP (2011-12 Revised Estimate)

2011-12 Revised Estimate	[c(i)]						[c(iii)]	
	GRA Expenditure						GRA expenditure \$ million	% of GDP
	Recurrent \$ million	% of Recurrent	% of GRA expenditure	Non-recurrent \$ million	% of Non- recurrent	% of GRA expenditure		
Pre-primary	2,684	4.8%	4.4%	2	0.1%	0.0%	2,687	0.14%
Primary	11,801	21.1%	19.5%	50	1.4%	0.1%	12,129	0.64%
Secondary	22,056	39.3%	36.5%	36	1.0%	0.1%	22,427	1.19%
Special	1,591	2.8%	2.6%	5	0.1%	0.0%	1,648	0.09%
Teacher Training ⁽¹⁾	1,085	1.9%	1.8%	27	0.8%	0.0%	1,113	0.06%
Vocational Education ⁽²⁾	2,060	3.7%	3.4%	0	0.0%	0.0%	2,100	0.11%
Higher Education ⁽³⁾	12,696	22.7%	21.0%	2,997	83.9%	5.0%	15,693	0.83%
Others ⁽⁴⁾	2,079	3.7%	3.4%	453	12.7%	0.8%	2,600	0.14%
Total ⁽⁵⁾	56,052	100%	92.8%	3,571	100%	5.9%	60,397	3.19%
GDP (\$million) ⁽⁶⁾	1,890,939							

(c) (ii) Total expenditure on education by level and its percentage share

	2007-08		2008-09		2009-10		2010-11		2011-12 Revised Estimate	
	Amount \$ million	% of total	Amount \$ million	% of total	Amount \$ million	% of total	Amount \$ million	% of total	Amount \$ million	% of total
Pre-primary	1,709	3.2%	2,156	2.9%	2,226	3.8%	2,429	4.0%	2,690	3.9%
Primary	11,517	21.4%	12,211	16.3%	12,190	20.9%	12,451	20.5%	12,843	18.8%
Secondary	18,330	34.1%	20,158	26.9%	20,697	35.5%	21,340	35.1%	23,035	33.7%
Special	1,337	2.5%	1,443	1.9%	1,484	2.5%	1,554	2.6%	1,731	2.5%
Teacher Training ⁽¹⁾	1,128	2.1%	1,173	1.6%	1,140	2.0%	1,142	1.9%	1,155	1.7%
Vocational Education ⁽²⁾	2,059	3.8%	2,493	3.3%	2,872	4.9%	2,396	3.9%	2,494	3.7%
Higher Education ⁽³⁾	15,755	29.3%	33,235	44.3%	15,336	26.3%	16,537	27.2%	21,602	31.6%
Others ⁽⁴⁾	1,989	3.7%	2,125	2.8%	2,296	3.9%	2,868	4.7%	2,724	4.0%
Total ⁽⁵⁾	53,825	100%	74,995	100%	58,240	100%	60,719	100%	68,274	100%

(c) (iv) Total expenditure on education by level and as % of GDP

	2007-08		2008-09		2009-10		2010-11		2011-12 Revised Estimate	
	Amount \$ million	% of GDP	Amount \$ million	% of GDP	Amount \$ million	% of GDP	Amount \$ million	% of GDP	Amount \$ million	% of GDP
Pre-primary	1,709	0.10%	2,156	0.13%	2,226	0.13%	2,429	0.14%	2,690	0.14%
Primary	11,517	0.70%	12,211	0.74%	12,190	0.74%	12,451	0.70%	12,843	0.68%
Secondary	18,330	1.11%	20,158	1.22%	20,697	1.25%	21,340	1.20%	23,035	1.22%
Special	1,337	0.08%	1,443	0.09%	1,484	0.09%	1,554	0.09%	1,731	0.09%
Teacher Training ⁽¹⁾	1,128	0.07%	1,173	0.07%	1,140	0.07%	1,142	0.06%	1,155	0.06%
Vocational Education ⁽²⁾	2,059	0.12%	2,493	0.15%	2,872	0.17%	2,396	0.13%	2,494	0.13%
Higher Education ⁽³⁾	15,755	0.95%	33,235	2.02%	15,336	0.93%	16,537	0.93%	21,602	1.14%
Others ⁽⁴⁾	1,989	0.12%	2,125	0.13%	2,296	0.14%	2,868	0.16%	2,724	0.14%
Total ⁽⁵⁾	53,825	3.26%	74,995	4.55%	58,240	3.52%	60,719	3.41%	68,274	3.61%
GDP (\$million) ⁽⁶⁾	1,652,799		1,646,835		1,655,807		1,779,276		1,890,939	

(c) (v) Total expenditure on education by level and percentage change

	2007-08	2008-09		2009-10		2010-11		2011-12 Revised Estimate	
	Amount \$ million	Amount \$ million	Change over 2007-08 %	Amount \$ million	Change over 2008-09 %	Amount \$ million	Change over 2009-10 %	Amount \$ million	Change over 2010-11 %
Pre-primary	1,709	2,156	26.2%	2,226	3.2%	2,429	9.1%	2,690	10.7%
Primary	11,517	12,211	6.0%	12,190	-0.2%	12,451	2.1%	12,843	3.1%
Secondary	18,330	20,158	10.0%	20,697	2.7%	21,340	3.1%	23,035	7.9%
Special	1,337	1,443	7.9%	1,484	2.8%	1,554	4.7%	1,731	11.4%
Teacher Training ⁽¹⁾	1,128	1,173	4.0%	1,140	-2.8%	1,142	0.2%	1,155	1.1%
Vocational Education ⁽²⁾	2,059	2,493	21.1%	2,872	15.2%	2,396	-16.6%	2,494	4.1%
Higher Education ⁽³⁾	15,755	33,235	110.9%	15,336	-53.9%	16,537	7.8%	21,602	30.6%
Others ⁽⁴⁾	1,989	2,125	6.8%	2,296	8.0%	2,868	24.9%	2,724	-5.0%
Total ⁽⁵⁾	53,825	74,995	39.3%	58,240	-22.3%	60,719	4.3%	68,274	12.4%

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. With effect from the 2011/12 academic year, the scheme has been running on a recurrent basis and the expenditure is reflected under recurrent expenditure of Head 173 Student Financial Assistance Agency.

Note

1. *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.*
2. *Expenditure on vocational education covers provision for vocational and technical education provided by the Vocational Training Council and related student financial assistance schemes administered by Student Financial Assistance Agency. 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.*
3. *Expenditure on higher education covers provision for post-secondary education (excluding vocational education and Project Yi Jin) and related student financial assistance schemes 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.*
4. *Others include expenditure on Project Yi Jin, 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.*
5. *The sums of figures may not add up to total due to rounding.*

6. *The figures for 2007-08 to 2010-11 are financial-year-based while the figure for 2011-12 is calendar-year-based. They are subject to further revision by Census & Statistics Department.*

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 23 February 2012

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

Reply Serial No.

EDB053

Question Serial No.

1225

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 on education (including provisions for schools, student financial assistance, capital works and non-recurrent items, etc.), the amount returned to the Treasury in respect of each item and the percentage of its actual provision over estimated provision from 2007-08 to 2011-12 respectively.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The breakdown of unspent provision on education in respect of 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12 by broad categories as required is provided in the **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: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

Education Expenditure in 2007-08 to 2011-12

	2007-08		2008-09		2009-10		2010-11		2011-12	
	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed	% of Actual Expenditure over Approved Estimate	Estimated Amount Unspent/ -Overspent	% of Revised Estimate over Approved Estimate
	\$ million		\$ million		\$ million		\$ million		\$ million	
(a) Subventions to schools/ institutions and subsidies to kindergartens	1,460 (3%)	97%	545 (1%)	99%	2,090 (4%)	96%	2,046 (4%)	96%	-311 (-1%)	101%
(b) Student financial assistance/ loans to students/ schools/ institutions	1,211 (21%)	79%	1,060 (19%)	81%	940 (17%)	83%	273 (6%)	94%	370 (6%)	94%
(c) Capital works expenditure	680 (23%)	77%	398 (12%)	88%	105 (3%)	97%	430 (9%)	91%	332 (5%)	95%
(d) Departmental expenses of Education Bureau and departments under its purview	378 (9%)	91%	277 (6%)	94%	290 (7%)	93%	233 (5%)	95%	2 (-)	100%
Total	3,729 (6%)	94%	2,280 (3%)	97%	3,425 (6%)	94%	2,982 (5%)	95%	393 (1%)	99%

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB054**

Question Serial No.

1226

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (2) Primary Education
(3) Secondary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please provide, on a yearly basis, the following information on public sector primary and secondary schools from 2007/08 to 2011/12 school years:

- the respective number of classes and school places reduced due to the reduction in the number of operating classes and the amount of expenditure saved as a result;
- the respective number of schools and school places reduced due to closure of schools and the amount of expenditure saved as a result;
- the total reduction in the respective number of classes and school places and the total amount of expenditure saved under the above 2 items.

Asked by: Hon. CHEUNG Man-kwongReply:

The information on the number of schools closed, the number of classes and school places reduced as well as the savings involved in government and aided primary and secondary schools from 2007/08 to 2011/12 school years are as follows:

- The number of classes and school places reduced due to reduction of classes and the savings involved

School Year	Primary			Secondary		
	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)
2007/08	573	18 279	208	Note 4	Note 4	Note 4
2008/09	404	12 524	147	193	7 064	46
2009/10	251	7 505	101	37	1 325	17
2010/11	139	4 017	63	86	2 950	57
2011/12	5	141	3	Note 5	Note 5	Note 5

- The number of classes and school places reduced due to school closure and the savings involved

School Year	Primary				Secondary			
	No. of Schools Closed	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings (\$million) (Note 3)	No. of Schools Closed	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	Estimated Savings/ (\$million) (Note 3)
2007/08	14	59	1 882	53	4	27	999	17
2008/09	19	79	2 449	77	1	7	256	7
2009/10	12	34	1 017	41	3	18	644	19
2010/11	8	26	751	29	0	0	0	0
2011/12	2	8	225	9	0	0	0	0

- (c) The total number of classes and school places reduced due to reduction of classes or school closure and the total savings involved

School Year	Primary			Secondary		
	Total No. of Classes Reduced (Note 1)	Total No. of School Places Reduced (Note 2)	Total Estimated Savings (\$million) (Note 3)	Total No. of Classes Reduced (Note 1)	Total No. of School Places Reduced (Note 2)	Total Estimated Savings (\$million) (Note 3)
2007/08	632	20 161	261	26	962	18
2008/09	483	14 973	223	200	7 320	53
2009/10	285	8 522	142	55	1 969	36
2010/11	165	4 769	92	86	2950	57
2011/12	13	365	11	Note 5	Note 5	Note 5

Remark: Figures may not add up to the corresponding totals owing to rounding.

Notwithstanding the savings in the previous years, our investment in primary and secondary education has increased substantially during the above period. The recurrent expenditure on primary and secondary education has respectively increased from \$10,468 million in 2007-08 to \$11,801 million in 2011-12, and from \$17,118 million in 2007-08 to \$22,056 million in 2011-12.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

Notes:

1. The numbers were taken in September of the respective school years.
2. The average class size is 31.9 for primary schools and 37.0 for secondary schools in the 2007/08 school year; and 31.0 for primary schools and 36.6 for secondary schools in the 2008/09 school year; and 29.9 for primary schools and 35.8 for secondary schools in the 2009/10 school year; 28.9 for primary schools and 34.3 for secondary schools in the 2010/11 school year; and 28.1 for primary schools and 33.3 for secondary schools in the 2011/12 school year. The actual class size for schools that face reduction of classes is usually smaller.
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 very crude assessment based on the following assumptions:
 - a. Savings from class reduction, other than those arising from closure of schools, 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.
4. In the 2007/08 school year, the increase in the number of classes in aided secondary schools outnumbered the decrease in the number of classes in government secondary schools. As a result, there was no reduction in the total number of classes and school places. However, as the average subvention per class for government secondary schools was higher than that for their aided counterparts, there was actually a small amount of savings.
5. In the 2011/12 school year, there is an increase in the number of classes and expenditure in the public sector secondary schools owing to the co-existence of the last cohort of secondary 7 students under the previous academic structure and the first cohort of secondary 6 students under the new senior secondary academic structure (double cohort). As such, there is no reduction in the total number of classes and school places and thus no savings for secondary schools in the 2011/12 school year.

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

Reply Serial No.

EDB055

Question Serial No.

1227

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 provide the following information for the 2007/08 to 2011/12 school years:

- (a) a breakdown of the numbers of newly-arrived children from the Mainland attending local aided primary and secondary schools and their distribution by class level;
- (b) a breakdown of the numbers of cross-boundary children still living in the Mainland but attending local aided primary and secondary schools and their distribution by class level;
- (c) the number of newly-arrived children from the Mainland who were issued with education vouchers to attend local kindergartens and their distribution by class levels; and
- (d) the number of cross-boundary children who were issued with education vouchers to attend local kindergartens while still residing in the Mainland and their distribution by class level.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The numbers of students from the Mainland newly admitted to local aided primary and secondary schools and their distribution by class level for the school years from 2007/08 to 2011/12 are provided at Annex I.
- (b) The numbers of cross-boundary students living in the Mainland but attending local primary and secondary schools and their distribution by class level for the school years from 2007/08 to 2011/12 are provided at Annex II.
- (c) Under the Pre-primary Education Voucher Scheme (PEVS), every child, aged 2 years 8 months or above, as at end December prior to the commencing of the new school year, with right of abode, right to land or valid permission to remain without any condition of stay in Hong Kong, may apply for the Certificate of Eligibility. Children meeting the above criteria will be issued with the Certificate of Eligibility by the Student Financial Assistance Agency. Hence, there is no statistics on the number of children by category as requested.

- (d) The Education Bureau has no separate breakdown of statistics on number of cross-boundary pupils residing in the Mainland but attending local kindergartens with subsidy under the PEVS from the 2007/08 school year to the 2011/12 school year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**Number of students from the Mainland newly admitted to
aided primary and secondary schools by class level
in the 2007/08 to 2011/12 school years**

Class level	Number of students from the Mainland newly admitted to aided primary and secondary schools ^{Notes}				
	2007/08	2008/09	2009/10	2010/11	2011/12
Primary 1	2 327	1 936	1612	1 024	807
Primary 2	470	517	394	347	260
Primary 3	532	536	477	384	339
Primary 4	636	706	525	437	468
Primary 5	670	724	602	491	486
Primary 6	359	461	308	256	229
Total	4 994	4 880	3 918	2 939	2 589
Secondary 1	756	922	712	802	725
Secondary 2	471	548	546	398	510
Secondary 3	470	624	516	489	449
Secondary 4	244	255	310	351	331
Secondary 5	29	43	26	87	83
Secondary 6	3	1	3	3	6
Secondary 7	0	1	0	0	0
Total	1 973	2 394	2 113	2 130	2 104

- 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 the respective school years. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.
(iii) Figures for Primary 1 include students from the Mainland who might have studied in kindergartens in Hong Kong.
(iv) Figures for the 2011/12 school year are provisional and subject to revisions.
(v) Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

**Number of cross-boundary students living in the Mainland
but attending local primary and secondary schools by class level
in the 2007/08 to 2011/12 school years**

Class level	Number of cross-boundary students living in the Mainland but attending local primary and secondary schools ^{Notes}				
	2007/08	2008/09	2009/10	2010/11	2011/12
Primary 1	836	906	895	1 095	1 481
Primary 2	766	821	821	852	989
Primary 3	598	745	696	800	799
Primary 4	503	594	684	688	786
Primary 5	410	478	537	648	627
Primary 6	353	366	457	492	594
Total	3 466	3 910	4 090	4 575	5 276
Secondary 1	306	314	348	453	465
Secondary 2	231	256	304	314	437
Secondary 3	180	240	236	293	328
Secondary 4	120	136	221	218	267
Secondary 5	75	103	124	210	182
Secondary 6	11	20	17	30	178
Secondary 7	14	9	17	20	24
Total	937	1 078	1 267	1 538	1 881

- Note: (i) Figures refer to the number of cross-boundary students attending public sector schools (including special schools) in Hong Kong.
- (ii) In the 2007/08 and 2008/09 school years, figures were collected from the North, Tai Po, Yuen Long and Tuen Mun Districts through a survey. In the 2009/10, 2010/11 and 2011/12 school years, the survey was further extended to include Sha Tin, Tsuen Wan and Kwai Tsing Districts.

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

Reply Serial No.

EDB056

Question Serial No.

1228

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

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 2011/12 school year.

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 2011/12 school year are detailed at Appendix 1.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

Table 1: Number of Kindergartens by District and by Type, 2011/12 School Year

District	Non-Profit Making	Private Independent	All Types
Central & Western	33	8	41
Wan Chai	25	6	31
Eastern	62	15	77
Southern	24	15	39
Yau Tsim Mong	29	8	37
Sham Shui Po	41	2	43
Kowloon City	57	29	86
Wong Tai Sin	47	0	47
Kwun Tong	68	2	70
Sai Kung	47	12	59
Sha Tin	58	14	72
Tai Po	29	6	35
North	41	4	45
Yuen Long	66	5	71
Tuen Mun	57	4	61
Tsuen Wan	30	6	36
Kwai Tsing	61	2	63
Islands	24	9	33
All Districts	799	147	946

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, 2011/12 School Year

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	2 101	1 750	309	219	2 410	1 969
	K2	2 196	1 866	343	260	2 539	2 126
	K3	1 925	1 640	189	145	2 114	1 785
	All Grades	6 222	5 256	841	624	7 063	5 880
Wan Chai	K1	2 282	1 930	319	265	2 601	2 195
	K2	2 224	1 930	369	294	2 593	2 224
	K3	2 102	1 718	322	250	2 424	1 968
	All Grades	6 608	5 578	1 010	809	7 618	6 387
Eastern	K1	3 792	2 890	1 060	794	4 852	3 684
	K2	4 009	3 043	752	590	4 761	3 633
	K3	3 673	2 821	490	377	4 163	3 198
	All Grades	11 474	8 754	2 302	1 761	13 776	10 515
Southern	K1	1 139	949	981	598	2 120	1 547
	K2	1 504	1 155	870	568	2 374	1 723
	K3	1 551	1 153	428	265	1 979	1 418
	All Grades	4 194	3 257	2 279	1 431	6 473	4 688
Yau Tsim Mong	K1	1 765	1 424	719	516	2 484	1 940
	K2	1 765	1 459	436	351	2 201	1 810
	K3	1 650	1 371	353	293	2 003	1 664
	All Grades	5 180	4 254	1 508	1 160	6 688	5 414
Sham Shui Po	K1	3 238	2 473	102	66	3 340	2 539
	K2	3 280	2 527	70	40	3 350	2 567
	K3	3 215	2 447	90	56	3 305	2 503
	All Grades	9 733	7 447	262	162	9 995	7 609
Kowloon City	K1	4 828	4 071	4 067	3 385	8 895	7 456
	K2	5 064	4 177	3 754	3 278	8 818	7 455
	K3	4 916	3 958	2 894	2 604	7 810	6 562
	All Grades	14 808	12 206	10 715	9 267	25 523	21 473
Wong Tai Sin	K1	2 756	2 173	0	0	2 756	2 173
	K2	2 798	2 241	0	0	2 798	2 241
	K3	2 922	2 342	0	0	2 922	2 342
	All Grades	8 476	6 756	0	0	8 476	6 756

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	4 636	3 636	75	40	4 711	3 676
	K2	4 779	3 764	108	65	4 887	3 829
	K3	4 780	3 763	57	41	4 837	3 804
	All Grades	14 195	11 163	240	146	14 435	11 309
Sai Kung	K1	2 693	2 128	808	577	3 501	2 705
	K2	2 629	2 118	524	414	3 153	2 532
	K3	2 405	1 953	313	252	2 718	2 205
	All Grades	7 727	6 199	1 645	1 243	9 372	7 442
Sha Tin	K1	4 051	3 268	806	637	4 857	3 905
	K2	4 016	3 284	767	621	4 783	3 905
	K3	3 612	2 989	557	460	4 169	3 449
	All Grades	11 679	9 541	2 130	1 718	13 809	11 259
Tai Po	K1	1 838	1 572	423	326	2 261	1 898
	K2	1 780	1 513	383	292	2 163	1 805
	K3	1 538	1 340	392	304	1 930	1 644
	All Grades	5 156	4 425	1 198	922	6 354	5 347
North	K1	3 441	3 241	332	239	3 773	3 480
	K2	3 404	3 241	204	169	3 608	3 410
	K3	3 387	3 245	97	85	3 484	3 330
	All Grades	10 232	9 727	633	493	10 865	10 220
Yuen Long	K1	5 230	4 480	405	284	5 635	4 764
	K2	5 235	4 538	333	255	5 568	4 793
	K3	4 959	4 319	252	189	5 211	4 508
	All Grades	15 424	13 337	990	728	16 414	14 065
Tuen Mun	K1	4 014	3 339	208	155	4 222	3 494
	K2	4 020	3 355	171	123	4 191	3 478
	K3	3 831	3 173	117	77	3 948	3 250
	All Grades	11 865	9 867	496	355	12 361	10 222
Tsuen Wan	K1	2 108	1 817	329	259	2 437	2 076
	K2	2 010	1 741	225	180	2 235	1 921
	K3	1 961	1 696	201	165	2 162	1 861
	All Grades	6 079	5 254	755	604	6 834	5 858
Kwai Tsing	K1	3 951	3 050	141	124	4 092	3 174
	K2	4 067	3 120	173	154	4 240	3 274
	K3	3 896	3 006	146	125	4 042	3 131
	All Grades	11 914	9 176	460	403	12 374	9 579

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 147	779	427	296	1 574	1 075
	K2	1 363	972	448	279	1 811	1 251
	K3	1 349	940	199	144	1 548	1 084
	All Grades	3 859	2 691	1 074	719	4 933	3 410
All Districts	K1	55 010	44 970	11 511	8 780	66 521	53 750
	K2	56 143	46 044	9 930	7 933	66 073	53 977
	K3	53 672	43 874	7 097	5 832	60 769	49 706
	All Grades	164 825	134 888	28 538	22 545	193 363	157 433

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2011.
- (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, 2011/12 School Year

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	351	90	441
	K2	330	83	413
	K3	285	44	329
	All Grades	966	217	1 183
Wan Chai	K1	352	54	406
	K2	294	75	369
	K3	384	72	456
	All Grades	1 030	201	1 231
Eastern	K1	902	266	1 168
	K2	966	162	1 128
	K3	852	113	965
	All Grades	2 720	541	3 261
Southern	K1	190	383	573
	K2	349	302	651
	K3	398	163	561
	All Grades	937	848	1 785
Yau Tsim Mong	K1	341	203	544
	K2	306	85	391
	K3	279	60	339
	All Grades	926	348	1 274
Sham Shui Po	K1	765	36	801
	K2	753	30	783
	K3	768	34	802
	All Grades	2 286	100	2 386
Kowloon City	K1	757	682	1 439
	K2	887	476	1 363
	K3	958	290	1 248
	All Grades	2 602	1 448	4 050
Wong Tai Sin	K1	583	0	583
	K2	557	0	557
	K3	580	0	580
	All Grades	1 720	0	1 720

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	1 000	35	1 035
	K2	1 015	43	1 058
	K3	1 017	16	1 033
	All Grades	3 032	94	3 126
Sai Kung	K1	565	231	796
	K2	511	110	621
	K3	452	61	513
	All Grades	1 528	402	1 930
Sha Tin	K1	783	169	952
	K2	732	146	878
	K3	623	97	720
	All Grades	2 138	412	2 550
Tai Po	K1	266	97	363
	K2	267	91	358
	K3	198	88	286
	All Grades	731	276	1 007
North	K1	200	93	293
	K2	163	35	198
	K3	142	12	154
	All Grades	505	140	645
Yuen Long	K1	750	121	871
	K2	697	78	775
	K3	640	63	703
	All Grades	2 087	262	2 349
Tuen Mun	K1	675	53	728
	K2	665	48	713
	K3	658	40	698
	All Grades	1 998	141	2 139
Tsuen Wan	K1	291	70	361
	K2	269	45	314
	K3	265	36	301
	All Grades	825	151	976
Kwai Tsing	K1	901	17	918
	K2	947	19	966
	K3	890	21	911
	All Grades	2 738	57	2 795

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	368	131	499
	K2	391	169	560
	K3	409	55	464
	All Grades	1 168	355	1 523
All Districts	K1	10 040	2 731	12 771
	K2	10 099	1 997	12 096
	K3	9 798	1 265	11 063
	All Grades	29 937	5 993	35 930

Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2011.
- (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.
- (5) 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 Primary Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	1	5	6	29
Wan Chai	3	13	0	7	4	27
Eastern	4	22	2	2	7	37
Southern	2	10	1	3	5	21
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	8	0	32
Kowloon City	4	27	2	11	9	53
Wong Tai Sin	1	27	0	3	0	31
Kwun Tong	2	30	1	1	0	34
Sai Kung	1	21	4	1	1	28
Sha Tin	1	38	2	3	1	45
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	43	2	1	1	50
Tuen Mun	1	33	1	1	0	36
Tsuen Wan	2	19	0	2	0	23
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	1	2	19
All Districts	34	423	21	50	40	568

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, 2011/12 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	1 125	1 066	3	96	94	14	558	366	7	171	175	69	2 060	1 801
	P2	4	110	91	40	1 120	1 012	3	96	96	12	474	320	8	186	184	67	1 986	1 703
	P3	4	110	98	41	1 145	1 054	3	96	96	12	473	318	12	294	260	72	2 118	1 826
	P4	4	120	108	38	1 110	1 051	3	96	91	12	511	332	12	304	272	69	2 141	1 854
	P5	4	128	117	39	1 248	1 165	3	90	86	12	472	299	11	284	254	69	2 222	1 921
	P6	4	128	126	41	1 312	1 276	3	90	86	12	478	311	11	288	248	71	2 296	2 047
	All Grades	24	706	640	240	7 060	6 624	18	564	549	74	2 966	1 946	61	1 527	1 393	417	12 823	11 152
Wan Chai	P1	12	300	308	38	1 055	1 035	0	0	0	18	696	595	15	425	390	83	2 476	2 328
	P2	12	300	308	38	1 055	1 035	0	0	0	17	666	545	16	450	396	83	2 471	2 284
	P3	13	325	333	37	1 030	1 028	0	0	0	18	710	571	15	415	404	83	2 480	2 336
	P4	13	390	395	36	1 145	1 085	0	0	0	15	621	498	15	425	399	79	2 581	2 377
	P5	11	352	360	38	1 316	1 283	0	0	0	16	665	505	7	225	203	72	2 558	2 351
	P6	13	416	422	38	1 316	1 280	0	0	0	16	696	552	7	225	205	74	2 653	2 459
	All Grades	74	2 083	2 126	225	6 917	6 746	0	0	0	100	4 054	3 266	75	2 165	1 997	474	15 219	14 135
Eastern	P1	15	400	361	77	2 050	1 965	6	194	161	4	180	137	30	688	613	132	3 512	3 237
	P2	15	400	365	78	2 145	2 023	6	194	161	4	180	120	20	550	472	123	3 469	3 141
	P3	15	425	359	77	2 120	2 032	6	194	154	5	192	121	19	509	426	122	3 440	3 092
	P4	14	420	405	75	2 248	2 122	6	198	169	5	209	114	18	507	427	118	3 582	3 237
	P5	15	480	475	77	2 336	2 251	7	239	182	4	164	111	26	706	622	129	3 925	3 641
	P6	15	480	514	82	2 528	2 529	6	202	177	6	197	102	24	655	572	133	4 062	3 894
	All Grades	89	2 605	2 479	466	13 427	12 922	37	1 221	1 004	28	1 122	705	137	3 615	3 132	757	21 990	20 242

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Southern	P1	5	125	124	29	770	726	5	165	140	19	465	434	42	899	838	100	2 424	2 262
	P2	5	125	121	27	740	646	5	165	149	19	489	445	32	785	727	88	2 304	2 088
	P3	6	150	139	30	820	734	5	165	151	17	442	373	27	670	656	85	2 247	2 053
	P4	6	180	161	29	870	775	5	150	146	18	482	413	27	678	665	85	2 360	2 160
	P5	5	160	140	29	928	834	4	128	122	14	388	344	27	678	659	79	2 282	2 099
	P6	5	160	156	31	992	962	4	128	110	8	225	173	27	678	659	75	2 183	2 060
	All Grades	32	900	841	175	5 120	4 677	28	901	818	95	2 491	2 182	182	4 388	4 204	512	13 800	12 722
Yau Tsim Mong	P1	8	200	156	62	1 735	1 761	9	271	258	4	140	140	0	0	0	83	2 346	2 315
	P2	7	200	139	58	1 705	1 707	9	271	253	3	105	110	0	0	0	77	2 281	2 209
	P3	7	210	159	58	1 705	1 722	9	271	264	3	105	110	0	0	0	77	2 291	2 255
	P4	7	180	155	60	1 945	1 835	5	175	167	3	105	110	0	0	0	75	2 405	2 267
	P5	6	170	158	60	1 978	1 938	5	175	169	3	105	111	0	0	0	74	2 428	2 376
	P6	11	335	318	66	2 185	2 152	5	175	162	3	105	108	0	0	0	85	2 800	2 740
	All Grades	46	1 295	1 085	364	11 253	11 115	42	1 338	1 273	19	665	689	0	0	0	471	14 551	14 162
Sham Shui Po	P1	10	240	210	65	1 885	1 839	10	311	260	27	1 053	822	0	0	0	112	3 489	3 131
	P2	11	330	276	65	1 920	1 864	10	309	282	28	1 058	795	0	0	0	114	3 617	3 217
	P3	11	330	268	64	1 920	1 838	9	311	290	26	891	712	0	0	0	110	3 452	3 108
	P4	12	360	351	67	2 075	2 041	9	294	280	28	1 050	807	5	150	150	121	3 929	3 629
	P5	12	384	384	68	2 331	2 239	9	304	284	26	1 001	764	5	150	150	120	4 170	3 821
	P6	14	473	444	75	2 555	2 504	9	306	286	21	831	666	5	150	149	124	4 315	4 049
	All Grades	70	2 117	1 933	404	12 686	12 325	56	1 835	1 682	156	5 884	4 566	15	450	449	701	22 972	20 955

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Kowloon City	P1	18	450	470	89	2 430	2 337	9	282	273	41	1 672	1 199	35	866	769	192	5 700	5 048
	P2	18	450	479	86	2 390	2 306	9	282	275	37	1 472	1 058	26	664	630	176	5 258	4 748
	P3	18	450	470	88	2 475	2 408	8	249	224	35	1 385	1 021	24	649	573	173	5 208	4 696
	P4	18	540	559	86	2 660	2 547	8	255	231	37	1 528	1 040	20	535	470	169	5 518	4 847
	P5	18	576	584	86	2 757	2 640	7	224	209	36	1 492	1 026	20	540	454	167	5 589	4 913
	P6	18	576	595	89	3 041	2 870	5	150	151	38	1 605	1 143	18	477	443	168	5 849	5 202
	All Grades	108	3 042	3 157	524	15 753	15 108	46	1 442	1 363	224	9 154	6 487	144	3 731	3 339	1 046	33 122	29 454
Wong Tai Sin	P1	3	75	63	91	2 340	2 201	0	0	0	13	451	418	0	0	0	107	2 866	2 682
	P2	3	75	66	89	2 290	2 178	0	0	0	12	409	381	0	0	0	104	2 774	2 625
	P3	2	50	49	91	2 350	2 310	0	0	0	13	427	378	0	0	0	106	2 827	2 737
	P4	2	60	60	88	2 550	2 466	0	0	0	12	427	414	0	0	0	102	3 037	2 940
	P5	3	96	84	90	2 743	2 694	0	0	0	12	451	367	0	0	0	105	3 290	3 145
	P6	4	96	95	95	2 967	2 978	0	0	0	12	451	418	0	0	0	111	3 514	3 491
	All Grades	17	452	417	544	15 240	14 827	0	0	0	74	2 616	2 376	0	0	0	635	18 308	17 620
Kwun Tong	P1	9	225	228	131	3 365	3 340	4	132	101	3	135	112	0	0	0	147	3 857	3 781
	P2	9	225	225	130	3 395	3 390	4	132	67	3	135	106	0	0	0	146	3 887	3 788
	P3	9	225	227	132	3 425	3 523	3	99	52	3	135	87	0	0	0	147	3 884	3 889
	P4	9	270	266	120	3 450	3 554	3	90	74	3	135	96	0	0	0	135	3 945	3 990
	P5	9	288	287	117	3 680	3 753	4	128	103	3	135	81	0	0	0	133	4 231	4 224
	P6	9	288	287	132	4 160	4 273	4	128	111	3	135	91	0	0	0	148	4 711	4 762
	All Grades	54	1 521	1 520	762	21 475	21 833	22	709	508	18	810	573	0	0	0	856	24 515	24 434

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Sai Kung	P1	4	100	90	72	1 775	1 675	15	486	460	1	25	10	4	120	120	96	2 506	2 355
	P2	3	75	60	73	1 750	1 625	15	486	443	1	25	1	4	120	120	96	2 456	2 249
	P3	4	100	99	75	1 825	1 720	15	486	462	0	0	0	4	120	120	98	2 531	2 401
	P4	3	90	74	73	2 100	1 935	19	594	576	1	25	2	4	120	120	100	2 929	2 707
	P5	3	96	85	74	2 272	2 110	19	606	560	1	25	1	4	120	120	101	3 119	2 876
	P6	4	128	116	79	2 464	2 376	13	384	356	1	25	4	4	120	119	101	3 121	2 971
	All Grades	21	589	524	446	12 186	11 441	96	3 042	2 857	5	125	18	24	720	719	592	16 662	15 559
Sha Tin	P1	5	125	125	134	3 520	3 414	9	283	273	10	238	234	5	150	150	163	4 316	4 196
	P2	4	100	104	126	3 340	3 322	9	283	279	9	252	237	5	150	149	153	4 125	4 091
	P3	5	125	127	126	3 385	3 350	9	283	275	8	224	214	5	150	150	153	4 167	4 116
	P4	5	150	153	119	3 625	3 489	9	278	282	8	224	219	5	150	150	146	4 427	4 293
	P5	5	160	159	123	3 922	3 725	9	283	272	10	268	254	5	150	150	152	4 783	4 560
	P6	5	160	160	128	4 183	3 964	10	315	306	10	268	260	5	150	150	158	5 076	4 840
	All Grades	29	820	828	756	21 975	21 264	55	1 725	1 687	55	1 474	1 418	30	900	899	925	26 894	26 096
Tai Po	P1	3	75	69	65	1 670	1 614	0	0	0	0	0	0	10	301	220	78	2 046	1 903
	P2	2	50	38	63	1 620	1 524	0	0	0	0	0	0	7	234	178	72	1 904	1 740
	P3	2	50	44	63	1 620	1 533	0	0	0	0	0	0	7	234	167	72	1 904	1 744
	P4	2	60	60	56	1 710	1 639	0	0	0	0	0	0	7	234	172	65	2 004	1 871
	P5	2	64	59	58	1 859	1 709	0	0	0	0	0	0	7	234	165	67	2 157	1 933
	P6	3	96	93	61	1 960	1 905	0	0	0	0	0	0	6	189	114	70	2 245	2 112
	All Grades	14	395	363	366	10 439	9 924	0	0	0	0	0	0	44	1 426	1 016	424	12 260	11 303

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
North	P1	7	175	162	98	2 655	2 830	0	0	0	0	0	0	0	0	0	105	2 830	2 992
	P2	5	125	115	96	2 610	2 740	0	0	0	0	0	0	0	0	0	101	2 735	2 855
	P3	4	100	104	96	2 610	2 687	0	0	0	0	0	0	0	0	0	100	2 710	2 791
	P4	3	90	88	91	2 750	2 807	0	0	0	0	0	0	0	0	0	94	2 840	2 895
	P5	2	64	64	89	2 886	2 929	0	0	0	0	0	0	0	0	0	91	2 950	2 993
	P6	5	160	163	89	2 928	3 000	0	0	0	0	0	0	0	0	0	94	3 088	3 163
	All Grades	26	714	696	559	16 439	16 993	0	0	0	0	0	0	0	0	0	585	17 153	17 689
Yuen Long	P1	16	400	406	145	3 575	3 556	8	249	245	2	60	26	1	40	5	172	4 324	4 238
	P2	15	375	382	141	3 525	3 488	8	237	219	2	60	31	1	40	12	167	4 237	4 132
	P3	15	400	411	145	3 675	3 715	6	179	164	2	60	37	1	40	11	169	4 354	4 338
	P4	15	450	444	149	4 055	4 098	5	150	145	2	60	34	1	40	22	172	4 755	4 743
	P5	14	448	439	144	4 574	4 434	5	150	132	2	60	38	1	40	13	166	5 272	5 056
	P6	15	480	472	159	4 983	4 885	5	150	152	2	60	39	1	40	13	182	5 713	5 561
	All Grades	90	2 553	2 554	883	24 387	24 176	37	1 115	1 057	12	360	205	6	240	76	1 028	28 655	28 068
Tuen Mun	P1	4	100	101	115	2 940	2 875	4	132	123	1	30	8	0	0	0	124	3 202	3 107
	P2	4	100	102	107	2 800	2 664	4	132	120	1	45	7	0	0	0	116	3 077	2 893
	P3	4	100	96	108	2 820	2 744	4	132	118	1	45	7	0	0	0	117	3 097	2 965
	P4	4	120	112	108	3 185	2 972	4	120	124	1	45	9	0	0	0	117	3 470	3 217
	P5	4	128	123	111	3 406	3 271	4	128	123	2	90	12	0	0	0	121	3 752	3 529
	P6	4	128	129	123	3 800	3 692	4	128	116	2	90	15	0	0	0	133	4 146	3 952
	All Grades	24	676	663	672	18 951	18 218	24	772	724	8	345	58	0	0	0	728	20 744	19 663

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Tsuen Wan	P1	10	275	298	63	1 730	1 749	0	0	0	2	36	10	0	0	0	75	2 041	2 057
	P2	10	275	276	62	1 705	1 683	0	0	0	2	44	15	0	0	0	74	2 024	1 974
	P3	10	275	282	63	1 750	1 762	0	0	0	1	30	7	0	0	0	74	2 055	2 051
	P4	10	300	298	64	1 860	1 851	0	0	0	1	35	6	0	0	0	75	2 195	2 155
	P5	10	320	318	63	2 016	2 033	0	0	0	1	37	9	0	0	0	74	2 373	2 360
	P6	10	320	317	66	2 132	2 168	0	0	0	2	52	22	0	0	0	78	2 504	2 507
	All Grades	60	1 765	1 789	381	11 193	11 246	0	0	0	9	234	69	0	0	0	450	13 192	13 104
Kwai Tsing	P1	0	0	0	108	2 950	2 765	3	99	94	0	0	0	0	0	0	111	3 049	2 859
	P2	0	0	0	108	2 900	2 829	3	99	90	0	0	0	0	0	0	111	2 999	2 919
	P3	0	0	0	110	2 995	2 883	3	99	92	0	0	0	0	0	0	113	3 094	2 975
	P4	0	0	0	108	3 475	3 115	3	105	101	0	0	0	0	0	0	111	3 580	3 216
	P5	0	0	0	106	3 551	3 278	3	111	84	0	0	0	0	0	0	109	3 662	3 362
	P6	0	0	0	116	3 877	3 707	3	111	99	0	0	0	0	0	0	119	3 988	3 806
	All Grades	0	0	0	656	19 748	18 577	18	624	560	0	0	0	0	0	0	674	20 372	19 137
Islands	P1	0	0	0	39	905	828	0	0	0	3	90	90	9	197	187	51	1 192	1 105
	P2	0	0	0	40	950	856	0	0	0	3	90	90	6	142	138	49	1 182	1 084
	P3	0	0	0	40	1 040	953	0	0	0	3	90	89	6	142	143	49	1 272	1 185
	P4	0	0	0	38	1 140	1 030	0	0	0	3	90	87	6	148	141	47	1 378	1 258
	P5	0	0	0	37	1 184	1 109	0	0	0	3	90	90	6	148	139	46	1 422	1 338
	P6	0	0	0	41	1 312	1 211	0	0	0	3	90	88	5	124	117	49	1 526	1 416
	All Grades	0	0	0	235	6 531	5 987	0	0	0	18	540	534	38	901	865	291	7 972	7 386

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
All Districts	P1	133	3 375	3 271	1 462	38 475	37 576	85	2 700	2 482	162	5 829	4 601	158	3 857	3 467	2 000	54 236	51 397
	P2	127	3 315	3 147	1 427	37 960	36 892	85	2 686	2 434	153	5 504	4 261	125	3 321	3 006	1 917	52 786	49 740
	P3	129	3 425	3 265	1 444	38 710	37 996	80	2 564	2 342	147	5 209	4 045	120	3 223	2 910	1 920	53 131	50 558
	P4	127	3 780	3 689	1 405	41 953	40 412	79	2 505	2 386	149	5 547	4 181	121	3 291	2 988	1 881	57 076	53 656
	P5	123	3 914	3 836	1 409	44 987	43 395	79	2 566	2 326	145	5 443	4 012	119	3 275	2 929	1 875	60 185	56 498
	P6	139	4 424	4 407	1 511	48 695	47 732	71	2 267	2 112	139	5 308	3 992	113	3 096	2 789	1 973	63 790	61 032
	All Grades	778	22 233	21 615	8 658	250 780	244 003	479	15 288	14 082	895	32 840	25 092	756	20 063	18 089	11 566	341 204	322 881

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (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, 2011/12 School Year

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	10	59	2	192	- 4	259
	P2	19	108	0	154	2	283
	P3	12	91	0	155	34	292
	P4	12	59	5	179	32	287
	P5	11	83	4	173	30	301
	P6	2	36	4	167	40	249
	All Grades	66	436	15	1 020	134	1 671
Wan Chai	P1	- 8	20	0	101	35	148
	P2	- 8	20	0	121	54	187
	P3	- 8	2	0	139	11	144
	P4	- 5	60	0	123	26	204
	P5	- 8	33	0	160	22	207
	P6	- 6	36	0	144	20	194
	All Grades	- 43	171	0	788	168	1 084
Eastern	P1	39	85	33	43	75	275
	P2	35	122	33	60	78	328
	P3	66	88	40	71	83	348
	P4	15	126	29	95	80	345
	P5	5	85	57	53	84	284
	P6	- 34	- 1	25	95	83	168
	All Grades	126	505	217	417	483	1 748

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	1	44	25	31	61	162
	P2	4	94	16	44	58	216
	P3	11	86	14	69	14	194
	P4	19	95	4	69	13	200
	P5	20	94	6	44	19	183
	P6	4	30	18	52	19	123
	All Grades	59	443	83	309	184	1 078
Yau Tsim Mong	P1	44	- 26	13	0	0	31
	P2	61	- 2	18	- 5	0	72
	P3	51	- 17	7	- 5	0	36
	P4	25	110	8	- 5	0	138
	P5	12	40	6	- 6	0	52
	P6	17	33	13	- 3	0	60
	All Grades	210	138	65	- 24	0	389
Sham Shui Po	P1	30	46	51	231	0	358
	P2	54	56	27	263	0	400
	P3	62	82	21	179	0	344
	P4	9	34	14	243	0	300
	P5	0	92	20	237	0	349
	P6	29	51	20	165	1	266
	All Grades	184	361	153	1 318	1	2 017

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 20	93	9	473	97	652
	P2	- 29	84	7	414	34	510
	P3	- 20	67	25	364	76	512
	P4	- 19	113	24	488	65	671
	P5	- 8	117	15	466	86	676
	P6	- 19	171	- 1	462	34	647
	All Grades	- 115	645	79	2 667	392	3 668
Wong Tai Sin	P1	12	139	0	33	0	184
	P2	9	112	0	28	0	149
	P3	1	40	0	49	0	90
	P4	0	84	0	13	0	97
	P5	12	49	0	84	0	145
	P6	1	- 11	0	33	0	23
	All Grades	35	413	0	240	0	688
Kwun Tong	P1	- 3	25	31	23	0	76
	P2	0	5	65	29	0	99
	P3	- 2	- 98	47	48	0	- 5
	P4	4	- 104	16	39	0	- 45
	P5	1	- 73	25	54	0	7
	P6	1	- 113	17	44	0	- 51
	All Grades	1	- 358	201	237	0	81

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	10	100	26	15	0	151
	P2	15	125	43	24	0	207
	P3	1	105	24	0	0	130
	P4	16	165	18	23	0	222
	P5	11	162	46	24	0	243
	P6	12	88	28	21	1	150
	All Grades	65	745	185	107	1	1 103
Sha Tin	P1	0	106	10	4	0	120
	P2	- 4	18	4	15	1	34
	P3	- 2	35	8	10	0	51
	P4	- 3	136	- 4	5	0	134
	P5	1	197	11	14	0	223
	P6	0	219	9	8	0	236
	All Grades	- 8	711	38	56	1	798
Tai Po	P1	6	56	0	0	81	143
	P2	12	96	0	0	56	164
	P3	6	87	0	0	67	160
	P4	0	71	0	0	62	133
	P5	5	150	0	0	69	224
	P6	3	55	0	0	75	133
	All Grades	32	515	0	0	410	957

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	13	- 175	0	0	0	- 162
	P2	10	- 130	0	0	0	- 120
	P3	- 4	- 77	0	0	0	- 81
	P4	2	- 57	0	0	0	- 55
	P5	0	- 43	0	0	0	- 43
	P6	- 3	- 72	0	0	0	- 75
	All Grades	18	- 554	0	0	0	- 536
Yuen Long	P1	- 6	19	4	34	35	86
	P2	- 7	37	18	29	28	105
	P3	- 11	- 40	15	23	29	16
	P4	6	- 43	5	26	18	12
	P5	9	140	18	22	27	216
	P6	8	98	- 2	21	27	152
	All Grades	- 1	211	58	155	164	587
Tuen Mun	P1	- 1	65	9	22	0	95
	P2	- 2	136	12	38	0	184
	P3	4	76	14	38	0	132
	P4	8	213	- 4	36	0	253
	P5	5	135	5	78	0	223
	P6	- 1	108	12	75	0	194
	All Grades	13	733	48	287	0	1 081

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	- 23	- 19	0	26	0	- 16
	P2	- 1	22	0	29	0	50
	P3	- 7	- 12	0	23	0	4
	P4	2	9	0	29	0	40
	P5	2	- 17	0	28	0	13
	P6	3	- 36	0	30	0	- 3
	All Grades	- 24	- 53	0	165	0	88
Kwai Tsing	P1	0	185	5	0	0	190
	P2	0	71	9	0	0	80
	P3	0	112	7	0	0	119
	P4	0	360	4	0	0	364
	P5	0	273	27	0	0	300
	P6	0	170	12	0	0	182
	All Grades	0	1 171	64	0	0	1 235
Islands	P1	0	77	0	0	10	87
	P2	0	94	0	0	4	98
	P3	0	87	0	1	- 1	87
	P4	0	110	0	3	7	120
	P5	0	75	0	0	9	84
	P6	0	101	0	2	7	110
	All Grades	0	544	0	6	36	586

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	104	899	218	1 228	390	2 839
	P2	168	1 068	252	1 243	315	3 046
	P3	160	714	222	1 164	313	2 573
	P4	91	1 541	119	1 366	303	3 420
	P5	78	1 592	240	1 431	346	3 687
	P6	17	963	155	1 316	307	2 758
	All Grades	618	6 777	1 206	7 748	1 974	18 323

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) Figures on vacant places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).
 - (4) 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, 2011/12 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	5	18
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	4	0	22
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	1	0	28
Sha Tin	2	38	0	7	2	1	50
Tai Po	2	18	0	2	0	0	22
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	10	0	49
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	365	3	63	34	27	524

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, 2011/12 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	4	144	146	35	1 260	1 215	0	0	0	15	493	507	0	0	0	12	325	316	66	2 222	2 184
	S2	5	180	172	36	1 296	1 257	0	0	0	15	493	503	0	0	0	12	325	331	68	2 294	2 263
	S3	5	190	187	37	1 406	1 347	0	0	0	15	496	481	0	0	0	13	347	305	70	2 439	2 320
	S4	5	200	178	38	1 480	1 350	0	0	0	15	493	450	0	0	0	13	344	310	71	2 517	2 288
	S5	5	200	190	38	1 480	1 305	0	0	0	15	467	420	0	0	0	13	344	291	71	2 491	2 206
	S6	5	200	160	39	1 451	1 162	0	0	0	14	460	327	0	0	0	11	308	255	69	2 419	1 904
	S7	4	120	107	21	630	564	0	0	0	8	245	186	1	45	34	10	294	221	44	1 334	1 112
	All Grades	33	1 234	1 140	244	9 003	8 200	0	0	0	97	3 147	2 874	1	45	34	84	2 287	2 029	459	15 716	14 277
Wan Chai	S1	12	432	429	38	1 332	1 238	0	0	0	8	308	267	0	0	0	7	185	171	65	2 257	2 105
	S2	13	468	462	39	1 366	1 282	0	0	0	8	308	255	0	0	0	7	185	162	67	2 327	2 161
	S3	13	494	488	41	1 520	1 362	0	0	0	8	308	264	0	0	0	6	158	140	68	2 480	2 254
	S4	13	520	492	42	1 600	1 372	0	0	0	11	428	335	0	0	0	6	158	141	72	2 706	2 340
	S5	13	520	482	42	1 632	1 357	0	0	0	14	548	411	0	0	0	6	158	133	75	2 858	2 383
	S6	13	520	438	42	1 628	1 222	0	0	0	16	628	364	1	35	3	5	133	80	77	2 944	2 107
	S7	9	270	238	24	710	653	0	0	0	6	190	124	2	70	46	5	133	85	46	1 373	1 146
	All Grades	86	3 224	3 029	268	9 788	8 486	0	0	0	71	2 718	2 020	3	105	49	42	1 110	912	470	16 945	14 496
Eastern	S1	16	576	569	93	3 240	2 895	0	0	0	17	658	524	0	0	0	22	581	509	148	5 055	4 497
	S2	18	648	645	98	3 456	3 061	0	0	0	16	645	495	0	0	0	21	551	442	153	5 300	4 643
	S3	18	684	667	105	3 914	3 497	0	0	0	16	645	568	0	0	0	21	533	384	160	5 776	5 116
	S4	18	720	673	108	4 240	3 658	0	0	0	16	645	573	0	0	0	18	445	323	160	6 050	5 227
	S5	18	720	662	109	4 280	3 615	0	0	0	17	687	557	0	0	0	15	372	280	159	6 059	5 114
	S6	18	720	635	110	4 280	3 356	0	0	0	17	689	492	0	0	0	15	366	260	160	6 055	4 743
	S7	10	300	294	46	1 380	1 389	0	0	0	9	300	276	0	0	0	6	151	120	71	2 131	2 079
	All Grades	116	4 368	4 145	669	24 790	21 471	0	0	0	108	4 269	3 485	0	0	0	118	2 999	2 318	1 011	36 426	31 419

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	54	1 872	1 590	0	0	0	11	380	347	10	240	206	32	830	811	107	3 322	2 954
	S2	0	0	0	56	1 908	1 637	0	0	0	11	380	342	10	195	168	33	856	824	110	3 339	2 971
	S3	0	0	0	57	2 090	1 818	0	0	0	11	380	342	10	215	171	32	831	780	110	3 516	3 111
	S4	0	0	0	61	2 200	1 945	0	0	0	11	350	318	9	165	147	31	822	791	112	3 537	3 201
	S5	0	0	0	62	2 269	1 824	0	0	0	11	400	327	9	165	132	30	795	719	112	3 629	3 002
	S6	0	0	0	63	2 299	1 811	0	0	0	10	400	223	8	140	124	30	800	643	111	3 639	2 801
	S7	0	0	0	25	750	726	0	0	0	3	90	83	5	122	94	28	744	609	61	1 706	1 512
	All Grades	0	0	0	378	13 388	11 351	0	0	0	68	2 380	1 982	61	1 242	1 042	216	5 678	5 177	723	22 688	19 552
Yau Tsim Mong	S1	9	324	293	48	1 679	1 634	4	144	91	13	501	503	0	0	0	0	0	0	74	2 648	2 521
	S2	10	324	302	53	1 859	1 773	4	144	99	13	519	513	0	0	0	0	0	0	80	2 846	2 687
	S3	9	342	309	53	1 952	1 868	4	146	123	13	538	497	0	0	0	0	0	0	79	2 978	2 797
	S4	9	360	312	59	2 280	2 058	4	160	147	13	537	468	1	27	6	0	0	0	86	3 364	2 991
	S5	9	360	294	59	2 293	2 070	4	160	138	13	543	434	1	27	10	0	0	0	86	3 383	2 946
	S6	9	360	292	57	2 237	1 850	4	160	143	13	530	401	3	85	61	0	0	0	86	3 372	2 747
	S7	3	90	90	35	1 050	1 060	2	60	70	6	184	158	4	111	67	0	0	0	50	1 495	1 445
	All Grades	58	2 160	1 892	364	13 350	12 313	26	974	811	84	3 352	2 974	9	250	144	0	0	0	541	20 086	18 134
Sham Shui Po	S1	5	144	141	67	2 340	2 314	4	144	142	35	1 332	1 166	6	180	146	1	15	4	118	4 155	3 913
	S2	6	180	163	75	2 628	2 549	5	180	179	33	1 349	1 108	6	180	130	1	15	8	126	4 532	4 137
	S3	6	190	175	73	2 774	2 605	4	152	147	34	1 403	1 285	6	180	124	1	15	11	124	4 714	4 347
	S4	5	200	156	69	2 680	2 523	5	198	198	38	1 462	1 275	6	195	134	1	20	22	124	4 755	4 308
	S5	6	200	142	69	2 720	2 455	5	198	193	35	1 414	1 222	6	210	131	1	20	22	122	4 762	4 165
	S6	6	200	124	68	2 663	2 291	5	182	168	34	1 351	1 090	8	336	175	1	15	16	122	4 747	3 864
	S7	2	60	58	31	930	948	2	52	60	15	522	459	10	440	260	0	0	0	60	2 004	1 785
	All Grades	36	1 174	959	452	16 735	15 685	30	1 106	1 087	224	8 833	7 605	48	1 721	1 100	6	100	83	796	29 669	26 519

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	288	274	124	4 390	4 147	0	0	0	15	550	494	6	150	132	18	501	494	171	5 879	5 541
	S2	8	288	271	138	4 858	4 503	0	0	0	14	538	506	6	150	122	18	501	461	184	6 335	5 863
	S3	8	304	290	139	5 244	4 865	0	0	0	15	571	503	7	175	151	17	476	447	186	6 770	6 256
	S4	8	320	291	143	5 596	5 056	0	0	0	23	856	671	6	150	137	18	501	457	198	7 423	6 612
	S5	8	320	272	143	5 634	4 961	0	0	0	25	860	668	6	150	124	18	456	421	200	7 420	6 446
	S6	8	320	271	139	5 540	4 499	0	0	0	31	1 125	771	8	260	176	18	455	403	204	7 700	6 120
	S7	4	120	119	65	1 950	1 886	0	0	0	19	704	584	12	459	283	9	225	211	109	3 458	3 083
	All Grades	52	1 960	1 788	891	33 212	29 917	0	0	0	142	5 204	4 197	51	1 494	1 125	116	3 115	2 894	1 252	44 985	39 921
Wong Tai Sin	S1	3	108	79	89	3 147	2 982	0	0	0	6	246	245	4	140	101	0	0	0	102	3 641	3 407
	S2	3	108	79	95	3 363	3 204	0	0	0	6	270	224	4	140	118	0	0	0	108	3 881	3 625
	S3	3	114	101	101	3 697	3 538	0	0	0	6	270	214	3	105	103	0	0	0	113	4 186	3 956
	S4	3	120	95	107	4 047	3 737	0	0	0	6	270	197	3	105	85	0	0	0	119	4 542	4 114
	S5	4	160	133	105	4 120	3 844	0	0	0	6	270	211	3	105	71	0	0	0	118	4 655	4 259
	S6	4	160	95	104	4 117	3 380	0	0	0	6	270	160	4	145	65	0	0	0	118	4 692	3 700
	S7	2	60	57	46	1 348	1 355	0	0	0	3	90	80	3	95	90	0	0	0	54	1 593	1 582
	All Grades	22	830	639	647	23 839	22 040	0	0	0	39	1 686	1 331	24	835	633	0	0	0	732	27 190	24 643
Kwun Tong	S1	8	288	284	106	3 672	3 599	5	180	188	26	938	742	0	0	0	0	0	0	145	5 078	4 813
	S2	9	324	314	117	4 176	4 041	6	216	208	26	975	863	0	0	0	0	0	0	158	5 691	5 426
	S3	9	342	334	119	4 446	4 316	6	228	222	28	1 060	947	0	0	0	0	0	0	162	6 076	5 819
	S4	9	360	325	127	4 840	4 509	6	240	240	30	1 155	977	0	0	0	0	0	0	172	6 595	6 051
	S5	9	360	324	125	4 880	4 391	6	240	235	31	1 205	969	0	0	0	0	0	0	171	6 685	5 919
	S6	9	360	321	125	4 840	4 105	6	240	226	32	1 208	1 032	2	90	56	0	0	0	174	6 738	5 740
	S7	5	150	150	51	1 530	1 566	2	60	68	12	400	386	2	90	23	0	0	0	72	2 230	2 193
	All Grades	58	2 184	2 052	770	28 384	26 527	37	1 404	1 387	185	6 941	5 916	4	180	79	0	0	0	1 054	39 093	35 961

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	5	144	143	72	2 556	2 412	0	0	0	32	1 016	968	0	0	0	0	0	0	109	3 716	3 523
	S2	6	180	163	81	2 916	2 705	0	0	0	32	1 056	879	1	25	6	0	0	0	120	4 177	3 753
	S3	5	190	195	86	3 230	3 055	0	0	0	33	1 056	947	0	0	0	0	0	0	124	4 476	4 197
	S4	5	200	180	89	3 440	3 029	0	0	0	39	1 339	1 050	1	25	10	0	0	0	134	5 004	4 269
	S5	5	200	204	93	3 600	3 120	0	0	0	39	1 392	1 134	0	0	0	0	0	0	137	5 192	4 458
	S6	5	200	190	93	3 505	2 939	0	0	0	38	1 298	895	0	0	0	0	0	0	136	5 003	4 024
	S7	2	60	60	36	1 080	1 105	0	0	0	11	345	290	0	0	0	0	0	0	49	1 485	1 455
	All Grades	33	1 174	1 135	550	20 327	18 365	0	0	0	224	7 502	6 163	2	50	16	0	0	0	809	29 053	25 679
Sha Tin	S1	8	288	285	147	5 130	4 704	0	0	0	24	805	780	12	252	254	6	180	175	197	6 655	6 198
	S2	9	324	318	161	5 670	5 012	0	0	0	23	773	762	12	252	247	6	180	176	211	7 199	6 515
	S3	9	342	331	167	6 246	5 689	0	0	0	23	763	749	12	252	240	6	180	176	217	7 783	7 185
	S4	9	360	350	171	6 570	5 812	0	0	0	24	828	716	12	240	223	6	180	178	222	8 178	7 279
	S5	10	360	344	177	6 890	6 019	0	0	0	24	818	698	12	240	230	6	180	177	229	8 488	7 468
	S6	10	360	307	179	7 000	5 490	0	0	0	30	920	719	11	213	207	9	162	172	239	8 655	6 895
	S7	4	120	128	79	2 340	2 340	0	0	0	24	748	702	10	182	155	9	162	143	126	3 552	3 468
	All Grades	59	2 154	2 063	1 081	39 846	35 066	0	0	0	172	5 655	5 126	81	1 631	1 556	48	1 224	1 197	1 441	50 510	45 008
Tai Po	S1	3	108	77	66	2 268	2 129	0	0	0	9	320	284	0	0	0	0	0	0	78	2 696	2 490
	S2	2	72	46	74	2 578	2 348	0	0	0	9	320	204	0	0	0	0	0	0	85	2 970	2 598
	S3	3	114	73	75	2 847	2 545	0	0	0	9	320	265	0	0	0	0	0	0	87	3 281	2 883
	S4	6	200	150	82	3 038	2 729	0	0	0	9	360	318	0	0	0	0	0	0	97	3 598	3 197
	S5	7	280	184	81	3 160	2 809	0	0	0	10	400	350	0	0	0	0	0	0	98	3 840	3 343
	S6	8	320	234	82	3 200	2 718	0	0	0	10	400	304	0	0	0	0	0	0	100	3 920	3 256
	S7	4	120	125	40	1 200	1 258	0	0	0	4	130	132	0	0	0	0	0	0	48	1 450	1 515
	All Grades	33	1 214	889	500	18 291	16 536	0	0	0	60	2 250	1 857	0	0	0	0	0	0	593	21 755	19 282

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	216	199	71	2 412	2 390	0	0	0	5	199	199	0	0	0	3	60	57	85	2 887	2 845
	S2	6	216	152	84	2 916	2 808	0	0	0	5	208	208	0	0	0	3	60	52	98	3 400	3 220
	S3	6	228	186	82	3 078	2 979	0	0	0	5	215	197	0	0	0	2	40	24	95	3 561	3 386
	S4	6	240	166	88	3 240	3 098	0	0	0	5	225	193	0	0	0	1	20	14	100	3 725	3 471
	S5	8	320	221	88	3 280	3 010	0	0	0	5	225	186	0	0	0	1	20	21	102	3 845	3 438
	S6	10	400	285	87	3 274	2 838	0	0	0	5	225	167	3	65	65	0	0	0	105	3 964	3 355
	S7	4	120	114	34	1 020	1 047	0	0	0	2	70	63	3	109	88	0	0	0	43	1 319	1 312
	All Grades	46	1 740	1 323	534	19 220	18 170	0	0	0	32	1 367	1 213	6	174	153	10	200	168	628	22 701	21 027
Yuen Long	S1	16	576	561	126	4 395	4 219	0	0	0	22	824	725	0	0	0	0	0	0	164	5 795	5 505
	S2	20	720	691	147	5 150	4 794	0	0	0	23	834	624	0	0	0	0	0	0	190	6 704	6 109
	S3	20	760	743	149	5 548	5 193	0	0	0	19	721	628	0	0	0	0	0	0	188	7 029	6 564
	S4	21	800	794	154	5 848	5 339	0	0	0	22	805	585	3	85	58	0	0	0	200	7 538	6 776
	S5	21	800	752	157	6 077	5 291	0	0	0	20	805	636	5	171	144	0	0	0	203	7 853	6 823
	S6	21	800	761	162	6 220	5 159	0	0	0	21	770	574	14	441	325	0	0	0	218	8 231	6 819
	S7	9	270	275	56	1 680	1 717	0	0	0	7	230	220	16	592	474	0	0	0	88	2 772	2 686
	All Grades	128	4 726	4 577	951	34 918	31 712	0	0	0	134	4 989	3 992	38	1 289	1 001	0	0	0	1 251	45 922	41 282
Tuen Mun	S1	8	288	280	133	4 644	4 119	0	0	0	0	0	0	0	0	0	0	0	0	141	4 932	4 399
	S2	10	360	334	149	5 220	4 595	0	0	0	0	0	0	0	0	0	0	0	0	159	5 580	4 929
	S3	10	380	372	151	5 700	5 040	0	0	0	0	0	0	0	0	0	0	0	0	161	6 080	5 412
	S4	10	400	382	165	6 280	5 615	0	0	0	0	0	0	0	0	0	0	0	0	175	6 680	5 997
	S5	10	400	377	173	6 680	5 841	0	0	0	0	0	0	0	0	0	0	0	0	183	7 080	6 218
	S6	10	400	402	174	6 718	5 591	0	0	0	0	0	0	0	0	0	0	0	0	184	7 118	5 993
	S7	5	150	167	67	1 980	2 072	0	0	0	0	0	0	0	0	0	0	0	0	72	2 130	2 239
	All Grades	63	2 378	2 314	1 012	37 222	32 873	0	0	0	0	0	0	0	0	0	0	0	0	1 075	39 600	35 187

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	4	144	146	48	1 728	1 696	0	0	0	0	0	0	0	0	0	0	0	0	52	1 872	1 842
	S2	5	180	182	56	2 016	1 974	0	0	0	0	0	0	0	0	0	0	0	0	61	2 196	2 156
	S3	5	190	196	58	2 204	2 166	0	0	0	0	0	0	0	0	0	0	0	0	63	2 394	2 362
	S4	5	200	194	61	2 320	2 201	0	0	0	0	0	0	0	0	0	0	0	0	66	2 520	2 395
	S5	5	200	193	61	2 319	2 176	0	0	0	0	0	0	0	0	0	0	0	0	66	2 519	2 369
	S6	5	200	184	61	2 319	1 971	0	0	0	0	0	0	0	0	0	0	0	0	66	2 519	2 155
	S7	3	90	91	23	677	692	0	0	0	0	0	0	0	0	0	0	0	0	26	767	783
	All Grades	32	1 204	1 186	368	13 583	12 876	0	0	0	0	0	0	0	0	0	0	0	0	400	14 787	14 062
Kwai Tsing	S1	0	0	0	124	4 356	4 291	0	0	0	0	0	0	0	0	0	0	0	0	124	4 356	4 291
	S2	0	0	0	139	4 957	4 756	0	0	0	0	0	0	0	0	0	0	0	0	139	4 957	4 756
	S3	0	0	0	142	5 345	5 156	0	0	0	0	0	0	0	0	0	0	0	0	142	5 345	5 156
	S4	0	0	0	153	5 720	5 306	0	0	0	0	0	0	0	0	0	0	0	0	153	5 720	5 306
	S5	0	0	0	158	5 960	5 399	0	0	0	0	0	0	0	0	0	0	0	0	158	5 960	5 399
	S6	0	0	0	157	5 960	5 051	0	0	0	0	0	0	0	0	0	0	0	0	157	5 960	5 051
	S7	0	0	0	63	1 890	1 921	0	0	0	0	0	0	0	0	0	0	0	0	63	1 890	1 921
	All Grades	0	0	0	936	34 188	31 880	0	0	0	0	0	0	0	0	0	0	0	0	936	34 188	31 880
Islands	S1	3	108	96	23	828	773	0	0	0	8	240	205	4	120	108	3	66	52	41	1 362	1 234
	S2	3	108	99	28	972	935	0	0	0	9	270	231	4	120	101	2	44	38	46	1 514	1 404
	S3	3	114	106	28	1 064	937	0	0	0	8	240	205	7	179	142	1	22	21	47	1 619	1 411
	S4	3	120	118	30	1 120	998	0	0	0	9	349	247	5	135	75	1	22	19	48	1 746	1 457
	S5	3	120	108	30	1 120	931	0	0	0	12	418	287	5	149	89	0	0	0	50	1 807	1 415
	S6	4	160	126	28	1 120	903	0	0	0	13	461	305	1	29	20	0	0	0	46	1 770	1 354
	S7	1	30	14	12	360	365	0	0	0	4	125	104	0	0	0	0	0	0	17	515	483
	All Grades	20	760	667	179	6 584	5 842	0	0	0	63	2 103	1 584	26	732	535	7	154	130	295	10 333	8 758

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	118	4 176	4 002	1 464	51 249	48 347	13	468	421	246	8 810	7 956	42	1 082	947	104	2 743	2 589	1 987	68 528	64 262
	S2	133	4 680	4 393	1 626	57 305	53 234	15	540	486	243	8 938	7 717	43	1 062	892	103	2 717	2 494	2 163	75 242	69 216
	S3	132	4 978	4 753	1 663	62 305	57 976	14	526	492	243	8 986	8 092	45	1 106	931	99	2 602	2 288	2 196	80 503	74 532
	S4	135	5 320	4 856	1 747	66 539	60 335	15	598	585	271	10 102	8 373	46	1 127	875	95	2 512	2 255	2 309	86 198	77 279
	S5	141	5 520	4 882	1 770	68 394	60 418	15	598	566	277	10 452	8 510	47	1 217	931	90	2 345	2 064	2 340	88 526	77 371
	S6	145	5 680	4 825	1 770	68 371	56 336	15	582	537	290	10 735	7 824	63	1 839	1 277	89	2 239	1 829	2 372	89 446	72 628
	S7	71	2 130	2 087	754	22 505	22 664	6	172	198	133	4 373	3 847	68	2 315	1 614	67	1 709	1 389	1 099	33 204	31 799
	All Grades	875	32 484	29 798	10 794	396 668	359 310	93	3 484	3 285	1 703	62 396	52 319	354	9 748	7 467	647	16 867	14 908	14 466	521 647	467 087

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (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, 2011/12 School Year

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	- 2	45	0	- 14	0	9	38
	S2	8	39	0	- 10	0	- 6	31
	S3	3	59	0	15	0	42	119
	S4	22	130	0	43	0	34	229
	S5	10	175	0	47	0	53	285
	S6	40	289	0	133	0	53	515
	S7	13	66	0	59	11	73	222
	All Grades	94	803	0	273	11	258	1 439
Wan Chai	S1	3	94	0	41	0	14	152
	S2	6	84	0	53	0	23	166
	S3	6	158	0	44	0	18	226
	S4	28	228	0	93	0	17	366
	S5	38	275	0	137	0	25	475
	S6	82	406	0	264	32	53	837
	S7	32	57	0	66	24	48	227
	All Grades	195	1 302	0	698	56	198	2 449
Eastern	S1	7	345	0	134	0	72	558
	S2	3	395	0	150	0	109	657
	S3	17	417	0	77	0	149	660
	S4	47	582	0	72	0	122	823
	S5	58	665	0	130	0	92	945
	S6	85	924	0	197	0	106	1 312
	S7	6	- 9	0	24	0	31	52
	All Grades	223	3 319	0	784	0	681	5 007

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	282	0	33	34	19	368
	S2	0	271	0	38	27	32	368
	S3	0	272	0	38	44	51	405
	S4	0	255	0	32	18	31	336
	S5	0	445	0	73	33	76	627
	S6	0	488	0	177	16	157	838
	S7	0	24	0	7	28	135	194
	All Grades	0	2 037	0	398	200	501	3 136
Yau Tsim Mong	S1	31	45	53	- 2	0	0	127
	S2	22	86	45	6	0	0	159
	S3	33	84	23	41	0	0	181
	S4	48	222	13	69	21	0	373
	S5	66	223	22	109	17	0	437
	S6	68	387	17	129	24	0	625
	S7	0	- 10	- 10	26	44	0	50
	All Grades	268	1 037	163	378	106	0	1 952
Sham Shui Po	S1	3	26	2	166	34	11	242
	S2	17	79	1	241	50	7	395
	S3	15	169	5	118	56	4	367
	S4	44	157	0	187	61	- 2	447
	S5	58	265	5	192	79	- 2	597
	S6	76	372	14	261	161	- 1	883
	S7	2	- 18	- 8	63	180	0	219
	All Grades	215	1 050	19	1 228	621	17	3 150

Appendix 1(c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	14	243	0	56	18	7	338
	S2	17	355	0	32	28	40	472
	S3	14	379	0	68	24	29	514
	S4	29	540	0	185	13	44	811
	S5	48	673	0	192	26	35	974
	S6	49	1 041	0	354	84	52	1 580
	S7	1	64	0	120	176	14	375
	All Grades	172	3 295	0	1 007	369	221	5 064
Wong Tai Sin	S1	29	165	0	1	39	0	234
	S2	29	159	0	46	22	0	256
	S3	13	159	0	56	2	0	230
	S4	25	310	0	73	20	0	428
	S5	27	276	0	59	34	0	396
	S6	65	737	0	110	80	0	992
	S7	3	- 7	0	10	5	0	11
	All Grades	191	1 799	0	355	202	0	2 547
Kwun Tong	S1	4	73	- 8	196	0	0	265
	S2	10	135	8	112	0	0	265
	S3	8	130	6	113	0	0	257
	S4	35	331	0	178	0	0	544
	S5	36	489	5	236	0	0	766
	S6	39	735	14	176	34	0	998
	S7	0	- 36	- 8	14	67	0	37
	All Grades	132	1 857	17	1 025	101	0	3 132

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	1	144	0	48	0	0	193
	S2	17	211	0	177	19	0	424
	S3	- 5	175	0	109	0	0	279
	S4	20	411	0	289	15	0	735
	S5	- 4	480	0	258	0	0	734
	S6	10	566	0	403	0	0	979
	S7	0	- 25	0	55	0	0	30
	All Grades	39	1 962	0	1 339	34	0	3 374
Sha Tin	S1	3	426	0	25	- 2	5	457
	S2	6	658	0	11	5	4	684
	S3	11	557	0	14	12	4	598
	S4	10	758	0	112	17	2	899
	S5	16	871	0	120	10	3	1 020
	S6	53	1 510	0	201	6	- 10	1 760
	S7	- 8	0	0	46	27	19	84
	All Grades	91	4 780	0	529	75	27	5 502
Tai Po	S1	31	139	0	36	0	0	206
	S2	26	230	0	116	0	0	372
	S3	41	302	0	55	0	0	398
	S4	50	309	0	42	0	0	401
	S5	96	351	0	50	0	0	497
	S6	86	482	0	96	0	0	664
	S7	- 5	- 58	0	- 2	0	0	- 65
	All Grades	325	1 755	0	393	0	0	2 473

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	17	22	0	0	0	3	42
	S2	64	108	0	0	0	8	180
	S3	42	99	0	18	0	16	175
	S4	74	142	0	32	0	6	254
	S5	99	270	0	39	0	- 1	407
	S6	115	436	0	58	0	0	609
	S7	6	- 27	0	7	21	0	7
	All Grades	417	1 050	0	154	21	32	1 674
Yuen Long	S1	15	176	0	99	0	0	290
	S2	29	356	0	210	0	0	595
	S3	17	355	0	93	0	0	465
	S4	6	509	0	220	27	0	762
	S5	48	786	0	169	27	0	1 030
	S6	39	1 061	0	196	116	0	1 412
	S7	- 5	- 37	0	10	118	0	86
	All Grades	149	3 206	0	997	288	0	4 640
Tuen Mun	S1	8	525	0	0	0	0	533
	S2	26	625	0	0	0	0	651
	S3	8	660	0	0	0	0	668
	S4	18	665	0	0	0	0	683
	S5	23	839	0	0	0	0	862
	S6	- 2	1 127	0	0	0	0	1 125
	S7	- 17	- 92	0	0	0	0	- 109
	All Grades	64	4 349	0	0	0	0	4 413

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	- 2	32	0	0	0	0	30
	S2	- 2	42	0	0	0	0	40
	S3	- 6	38	0	0	0	0	32
	S4	6	119	0	0	0	0	125
	S5	7	143	0	0	0	0	150
	S6	16	348	0	0	0	0	364
	S7	- 1	- 15	0	0	0	0	- 16
	All Grades	18	707	0	0	0	0	725
Kwai Tsing	S1	0	65	0	0	0	0	65
	S2	0	201	0	0	0	0	201
	S3	0	189	0	0	0	0	189
	S4	0	414	0	0	0	0	414
	S5	0	561	0	0	0	0	561
	S6	0	909	0	0	0	0	909
	S7	0	- 31	0	0	0	0	- 31
	All Grades	0	2 308	0	0	0	0	2 308
Islands	S1	12	55	0	35	12	14	128
	S2	9	37	0	39	19	6	110
	S3	8	127	0	35	37	1	208
	S4	2	122	0	102	60	3	289
	S5	12	189	0	131	60	0	392
	S6	34	217	0	156	9	0	416
	S7	16	- 5	0	21	0	0	32
	All Grades	93	742	0	519	197	24	1 575

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	174	2 902	47	854	135	154	4 266
	S2	287	4 071	54	1 221	170	223	6 026
	S3	225	4 329	34	894	175	314	5 971
	S4	464	6 204	13	1 729	252	257	8 919
	S5	638	7 976	32	1 942	286	281	11 155
	S6	855	12 035	45	2 911	562	410	16 818
	S7	43	- 159	- 26	526	701	320	1 405
	All Grades	2 686	37 358	199	10 077	2 281	1 959	54 560

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) Figures on vacant places refer to the number of students that can be accommodated in operating classes (excluding vacant classrooms).
 - (4) 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.

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

Reply Serial No.

EDB057

Question Serial No.

1229

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:

Please give a breakdown of the numbers of aided and government secondary schools with three, four, five, six, seven or more Secondary 1 to Secondary 5 classes in the 18 school districts in the three school years from 2009/10 to 2011/12.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The numbers of aided and government secondary schools with three, four, five, six, seven or more classes at Secondary 1 to Secondary 5 levels by district in the 2009/10, 2010/11 and 2011/12 school years are set out at Annex 1, 2 and 3 respectively.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**Number of Aided and Government Secondary Schools
with three classes, four classes, five classes, six classes and seven or more classes
at Secondary 1 to Secondary 5 levels by district in the 2009/10 School Year**

District	three classes					four classes					five classes					six classes					seven or more classes				
	S1	S2	S3	S4	S5	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	0	0	0	0	0
Eastern	5	5	4	4	1	6	3	4	4	13	16	19	19	19	13	0	0	0	0	0	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	0	0	0	0	0
Kowloon City	1	1	0	1	2	8	5	6	7	7	16	19	19	17	15	4	4	4	4	5	1	1	1	1	1
Kwai Tsing	3	3	0	0	0	8	6	8	8	15	20	22	22	22	15	0	0	0	0	1	0	0	1	1	0
Kwun Tong	1	1	1	1	0	7	4	3	4	11	19	21	21	21	15	0	1	2	1	1	0	0	0	0	0
North	3	3	1	1	0	2	2	3	1	5	14	14	15	17	14	0	0	0	0	0	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	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	5	3	2	4	4	9	12	13	10	10	1	1	1	1	1	1	0	0	0	0
Sha Tin	6	6	3	3	1	7	6	7	7	13	25	26	29	29	26	0	0	0	0	0	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	0	0	0	0	0
Tai Po	3	2	1	1	0	0	1	2	3	5	13	13	14	14	14	0	0	0	0	1	0	0	0	0	1
Tsuen Wan	0	0	0	0	0	2	2	2	2	6	11	11	11	11	7	0	0	0	0	0	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	0	0	0	0	0
Wan Chai	0	0	0	0	0	8	8	8	8	5	3	3	3	3	6	1	0	0	0	0	0	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	0	0	0	0	0
Yau Tsim Mong	0	0	0	1	0	5	5	5	5	5	7	7	6	6	6	1	1	2	2	2	0	0	0	0	0
Yuen Long	0	0	0	0	1	4	4	3	2	11	29	29	26	24	20	1	1	5	8	1	0	0	0	0	1

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.

**Number of Aided and Government Secondary Schools
with three classes, four classes, five classes, six classes and seven or more classes
at Secondary 1 to Secondary 5 levels by district in the 2010/11 School Year**

District	three classes					four classes					five classes					six classes					seven or more classes				
	S1	S2	S3	S4	S5	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	4	3	3	3	3	5	6	6	6	6	0	0	0	0	0	0	0	0	0	0
Eastern	4	5	5	4	4	12	6	3	4	4	10	16	19	19	19	0	0	0	0	0	0	0	0	0	0
Islands	1	2	2	2	1	0	0	0	0	1	5	5	5	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	2	1	1	0	1	8	8	5	7	7	16	16	19	18	17	3	4	4	4	4	1	1	1	1	1
Kwai Tsing	3	3	3	0	0	11	8	6	8	8	17	20	22	22	22	0	0	0	0	0	0	0	0	1	1
Kwun Tong	1	1	1	1	1	8	7	4	3	4	18	19	21	22	21	0	0	1	1	1	0	0	0	0	0
North	3	3	3	1	1	2	2	2	3	1	14	14	14	15	17	0	0	0	0	0	0	0	0	0	0
Sai Kung	0	1	1	0	0	5	3	2	1	2	13	15	16	17	17	0	0	0	1	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	5	5	3	3	4	9	9	12	11	10	1	1	1	1	1	1	1	0	0	0
Sha Tin	7	6	6	3	3	10	7	6	7	7	21	25	26	29	29	0	0	0	0	0	0	0	0	0	0
Southern	2	2	2	2	2	8	9	9	7	7	1	1	1	3	2	1	1	1	1	2	0	0	0	0	0
Tai Po	0	3	2	2	1	1	0	1	2	3	12	13	13	14	14	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	4	2	2	2	2	9	11	11	11	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	7	7	5	1	1	8	10	10	8	7	19	19	22	28	29	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	9	8	8	8	8	3	3	3	3	3	0	1	0	0	0	0	0	1	1	1
Wong Tai Sin	3	2	2	1	1	12	10	6	6	6	8	11	15	16	16	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	1	5	5	5	5	5	7	7	7	7	6	1	1	1	2	2	0	0	0	0	0
Yuen Long	2	0	0	0	0	3	4	4	3	2	28	29	29	26	24	1	1	1	5	8	0	0	0	0	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.

**Number of Aided and Government Secondary Schools
with three classes, four classes, five classes, six classes and seven or more classes
at Secondary 1 to Secondary 5 levels by district in the 2011/12 School Year**

District	three classes					four classes					five classes					six classes					seven or more classes				
	S1	S2	S3	S4	S5	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	6	4	3	3	3	3	5	6	6	6	0	0	0	0	0	0	0	0	0	0
Eastern	5	4	5	5	4	21	12	6	3	4	1	10	16	19	19	0	0	0	0	0	0	0	0	0	0
Islands	1	1	2	2	2	4	0	0	0	0	1	5	5	5	5	0	0	0	0	0	0	0	0	0	0
Kowloon City	2	2	1	1	0	19	8	8	6	7	7	16	16	18	18	1	3	4	4	4	1	1	1	1	1
Kwai Tsing	3	3	3	3	0	28	11	8	6	8	0	17	20	22	22	0	0	0	0	0	0	0	0	0	1
Kwun Tong	1	1	1	1	1	23	8	7	4	3	3	18	19	21	22	0	0	0	1	1	0	0	0	0	0
North	3	3	3	3	1	16	2	2	2	3	0	14	14	14	15	0	0	0	0	0	0	0	0	0	0
Sai Kung	1	0	1	1	0	18	5	3	2	1	0	13	15	16	17	0	0	0	0	1	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	13	5	5	4	3	2	9	9	10	11	0	1	1	1	1	1	1	1	0	0
Sha Tin	7	7	6	6	3	26	10	7	6	7	5	21	25	26	29	0	0	0	0	0	0	0	0	0	0
Southern	2	2	2	2	2	9	8	9	9	7	0	1	1	1	3	1	1	1	1	1	0	0	0	0	0
Tai Po	4	0	3	3	2	13	1	0	1	2	0	12	13	13	14	0	0	0	0	0	0	0	0	0	0
Tsuen Wan	0	0	0	0	0	13	4	2	2	2	0	9	11	11	11	0	0	0	0	0	0	0	0	0	0
Tuen Mun	8	7	7	5	1	27	8	10	10	8	0	19	19	22	28	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	11	9	8	8	8	1	3	3	3	3	0	0	1	1	0	0	0	0	0	1
Wong Tai Sin	3	3	2	2	1	18	12	10	6	6	2	8	11	15	16	0	0	0	0	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	10	5	5	5	5	2	7	7	8	7	1	1	1	1	2	0	0	0	0	0
Yuen Long	2	2	0	0	0	28	3	4	4	3	3	28	29	29	26	1	1	1	1	5	0	0	0	0	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.

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

EDB058

Question Serial No.

1230

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 a breakdown, for each of the 18 districts in Hong Kong, of 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 from 2009/10 to 2011/12 school years.

(b) what were the actual teacher-to-student ratio and teacher-to-class ratio in the 2011/12 school year?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The number of public sector primary schools by district with breakdown of schools implementing small class teaching from the 2009/10 to 2011/12 school years, as well as the total number of Primary 1 school places and students from the 2009/10 to 2011/12 school years, are tabulated at Annex.

In the 2011/12 school year, the overall teacher-to-student ratio in public sector primary schools is 1:14.9 and the overall ratio of teachers to operating class is 1.9:1.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

District [school-netting under Primary One Admission System]	2009/10 school year				2010/11 school year				2011/12 school year			
	No. of public sector primary schools (Note)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools (Note)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools (Note)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students
Central & Western [Net 11]	17	9 [52.9]	1 255	1 145	17	9 [52.9]	1 205	1 077	17	10 [58.8]	1 235	1 166
Wan Chai [Net 12]	16	10 [62.5]	1 355	1 323	16	10 [62.5]	1 355	1 347	16	10 [62.5]	1 355	1 343
Eastern [Net 14 & 16]	27	15 [55.6]	2 545	2 370	27	16 [59.3]	2 545	2 377	27	17 [63]	2 450	2 324
Southern [Net 18]	12	9 [75]	970	886	12	9 [75]	865	773	11	9 [81.8]	895	850
Yau Tsim Mong [Net 31 & 32]	20	0 [0]	1 890	1 836	19	4 [21.1]	2 055	1 999	19	8 [42.1]	1 910	1 781
Sham Shui Po [Net 40]	21	0 [0]	2 250	2 103	21	4 [19]	2 070	1 978	21	8 [38.1]	2 125	2 052
Kowloon City [Net 34, 35 & 41]	33	19 [57.6]	3 050	3 009	33	21 [63.6]	2 840	2 760	33	23 [69.7]	3 005	2 938
Wong Tai Sin [Net 43 & 45]	27	22 [81.5]	2 300	2 173	27	24 [88.9]	2 365	2 226	27	24 [88.9]	2 315	2 157
Kwun Tong [Net 46 & 48]	32	25 [78.1]	3 575	3 554	32	26 [81.3]	3 645	3 561	32	26 [81.3]	3 590	3 572
Sai Kung [Net 95]	22	22 [100]	1 925	1 814	22	22 [100]	1 775	1 646	22	22 [100]	1 875	1 766
Sha Tin [Net 88, 89 & 91]	38	27 [71.1]	3 510	3 353	38	27 [71.1]	3 440	3 386	38	28 [73.7]	3 645	3 541
Tai Po [Net 84]	18	16 [88.9]	1 670	1 583	18	16 [88.9]	1 670	1 567	18	16 [88.9]	1 745	1 680
North [Net 80, 81 & 83]	28	17 [60.7]	2 685	2 762	28	17 [60.7]	2 710	2 845	28	18 [64.3]	2 830	2 995
Yuen Long [Net 72, 73 & 74]	45	39 [86.7]	4 075	3 973	45	40 [88.9]	3 900	3 854	45	40 [88.9]	3 950	3 953
Tuen Mun [Net 70 & 71]	37	29 [78.4]	2 990	2 842	36	28 [77.8]	2 920	2 775	34	29 [85.3]	3 040	2 984
Tsuen Wan [Net 62]	18	10 [55.6]	1 740	1 741	18	10 [55.6]	1 980	1 954	18	10 [55.6]	1 740	1 784
Kwai Tsing [Net 64, 65 & 66]	33	19 [57.6]	3 280	3 135	33	21 [63.6]	2 900	2 814	33	21 [63.6]	3 190	3 010
Islands [Net 96, 97, 98 & 99]	16	13 [81.3]	1 040	972	16	14 [87.5]	950	858	16	15 [93.8]	905	828

Notes :

Figures refer to schools participating in Primary One Admission 2009, 2010 and 2011.

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

EDB059

Question Serial No.

1231

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 the pre-primary education in the 2011/12 school year, please provide the following information:

- (a) the number of qualified in-service kindergarten teachers in the territory, and the number of principals and teachers among them;
- (b) the respective number of teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes;
- (c) the respective number of teachers in kindergartens under and not under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
- (d) 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;
- (e) the respective number and percentage of kindergarten teachers holding and pursuing Certificate/Diploma in Early Childhood Education in the local kindergartens outside the PEVS;
- (f) the respective number and percentage of kindergarten teachers holding and pursuing Bachelor Degree in Early Childhood Education (BEd(ECE));
- (g) the respective number and percentage of kindergarten principals holding and pursuing BEd(ECE);
- (h) the number of in-service kindergarten teachers who are not expected to pursue diploma programmes or to be able to obtain the Diploma qualification by the end of the 2012/13 school year;
- (i) the number and percentage of wastage of whole-day and half-day kindergarten teachers, the age and length of service of these teachers, as well as the number and percentage of them holding Certificate/Diploma/Bachelor Degree in Early Childhood Education;
- (j) the respective number of supply teachers employed by whole-day and half-day kindergartens under the PEVS.

Asked by: Hon. CHEUNG Man-kwong

Reply:

Regarding the pre-primary education in the 2011/12 school year, the reply in seriatim is -

- (a) The number of qualified kindergarten teachers in local kindergartens (KGs) is 9 881. Among them, 778 are kindergarten principals and 9 103 are kindergarten teachers.
- (b) The respective number of teachers serving in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes are 2 019, 2 766 and 5 096.
- (c) The respective number of teachers serving in kindergartens under and not under the subsidy of the PEVS are 8 657 and 1 224.

- (d) Among the serving kindergarten teachers, the number and percentage (in bracket) of teachers holding / pursuing / not enrolled in C(ECE) is tabulated below:

Holding C(ECE)	8 056 (77.7%)
Pursuing C(ECE)	2 000 (19.3%)
Not enrolled in C(ECE)	316 (3%)

- (e) Among the teachers in KGs not joining the PEVS, 893 (62.8%) and 275 (19.3%) are holding and pursuing the C(ECE) qualification respectively.
- (f) The respective number and percentage (in bracket) of KG teachers (excluding principals) holding and pursuing BEd(ECE) are 1 248 (13.1%) and 2 020 (21.2%) respectively.
- (g) The respective number and percentage (in bracket) of KG principals holding and pursuing BEd(ECE) are 511 (65.7%) and 94 (12.1%) respectively.
- (h) There is no estimate on the number of in-service teachers who are not expected to pursue diploma programmes or to be able to obtain the Diploma qualification by the end of the 2012/13 school year.
- (i) The overall wastage rate of KG teachers is 7.1%. Of the 697 teachers leaving the sector, 210 (30.1%) teachers serve in KGs operating half-day classes, 133 (19.1%) in KGs operating whole-day classes and 354 (50.8%) in KGs operating both half-day and whole-day classes. The age distribution of these teachers is provided at Annex and the average length of service is 11.9 years. The number and percentage (in bracket) of these teachers holding C(ECE) and BEd(ECE) are 248 (35.6%) and 93 (13.3%) respectively.
- (j) The respective number of supply teachers employed by KGs under PEVS operating whole-day classes, half-day classes, and both whole-day and half-day classes are 79, 240 and 377.

Note:

The figures are provisional and are referring to the position as at mid September 2011.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

Age distribution of kindergarten dropout teachers in the 2011/12 school year

Age Group	No. of Dropout teachers	%
Below 30	209	30.0%
30 – 39	266	38.2%
40 – 49	116	16.6%
50 – 59	82	11.8%
60 or above	24	3.4%
Total	697	100%

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

Reply Serial No.

EDB060

Question Serial No.

1232

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 give a yearly breakdown of the numbers of applications for the Non-profit-making Kindergarten Rent Reimbursement Scheme made by kindergartens and the numbers of applications approved from 2009/10 to 2011/12 school years. How many of the applications and approved applications were made by kindergartens which were included in the Pre-primary Education Voucher Scheme after their conversion to non-profit-making kindergartens from private independent kindergartens?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The numbers of applications and approvals granted to non-profit making (NPM) kindergartens (KGs) for rent reimbursement in the 2009/10, 2010/11 and 2011/12 school years (sy) are as follows:

	2009/10 sy	2010/11 sy	2011/12 sy (Note 2)
Number of applications received (Note 1)	1 (0)	3 (0) (Note 3)	2 (0) (Note 4)
Number of approvals granted	0	0	0

Note 1: The figures in brackets denote the numbers of NPM KGs converted from private independent (PI) status for joining the Pre-primary Education Voucher Scheme (PEVS) in the respective school year.

Note 2: Position as at February 2012.

Note 3: One application was withdrawn.

Note 4: One application is being processed.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB061**

Question Serial No.

1233

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

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 2011/12 school year (please specify by levels).

Asked by: Hon. CHEUNG Man-kwongReply:

In-service Certificate in Early Childhood Education programme is offered to serving qualified kindergarten teachers. The course providers, tuition fees and number of enrolments in different subsidised and non-subsidised courses for the 2011/12 school year are provided as follows:

		Course Providers			
		HKIVE	HKIED	HKBU	OUHK
No. of intake in 2011/12 (Tuition fee per course in brackets)	UGC-funded		205 (Free)		
	Self-financed (non-subsidised)	48 (\$72,000)		8 (\$63,000)	115 (\$60,000)

Information on the amount of subsidies of each of the subsidised training places for serving kindergarten teachers is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants.

Key :**HKIVE** - Hong Kong Institute of Vocational Education**HKIED** - The Hong Kong Institute of Education**HKBU** - Hong Kong Baptist University**OUHK** - The Open University of Hong Kong**UGC** - University Grants Committee

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB062

Question Serial No.

1234

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 information on the following from 2009/10 to 2011/12 school years:

- (a) 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;
- (b) the number of whole-day kindergartens under the subsidy of PEVS, the number of school places provided and the number of these kindergartens providing extended service (please list by District Council district);
- (c) the number of half-day kindergartens under the subsidy of PEVS and the number of school places provided (please list by District Council district).
- (d) the number of kindergartens providing both whole-day and half-day service under the subsidy of PEVS and the number of school places provided (please list by District Council district).

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The breakdown of expenditure on pre-primary education from 2009-10 to 2011-12 is tabulated at Appendix I.
- (b) The number of whole-day kindergartens (KGs) under the subsidy of the PEVS, the number of school places provided and the number of these KGs providing Extended Hours Service (by District Council district) in the 2009/10, 2010/11 and 2011/12 school years (sy) is tabulated at Appendix II.
- (c) The number of half-day KGs under the subsidy of the PEVS and the number of school places provided (by District Council district) in the 2009/10, 2010/11 and 2011/12 sy is tabulated at Appendix III.
- (d) The number of KGs providing both whole-day and half-day service under the subsidy of the PEVS and the number of school places provided (by District Council district) in the 2009/10, 2010/11 and 2011/12 sy is tabulated at Appendix IV.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

Expenditure on pre-primary education from 2009-10 to 2011-12

	2009-10	2010-11	2011-12
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)
Pre-primary Education Voucher Scheme	1,628.9	1,854.3	2,025.1
Kindergarten and Child Care Centre Fee Remission Scheme	284.7	251.0	373.9
Refund of rent, rates and government rent	186.7	193.2	194.5
Child Care Centre Subsidy Scheme (Note 1)	12.0	12.9	13.5
Principal and teacher training (Note 2)	45.0	32.0	17.7

Note:

1. Following the introduction of the PEVS with effect from the 2007/08 school year, 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 2006, 2007, 2008 and 2009 Intakes” (as applicable) and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under the PEVS for approved course(s) in early childhood education.

Number (No.) of whole-day (WD) kindergartens (KGs)
under the subsidy of the Pre-primary Education Voucher Scheme (PEVS),
No. of school places provided and
No. of these KGs providing Extended Hours Service (EHS) by district
in the 2009/10, 2010/11 and 2011/12 school years

School Year	2009/10			2010/11			2011/12		
KGs under the PEVS	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)	No. of KGs with WD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with EHS (Note 3)
Central & Western	19	1 384	4	18	1 349	4	18	1 340	4
Wan Chai	13	907	3	13	977	3	13	975	3
Eastern	55	2 816	9	50	2 840	9	50	2 970	9
Southern	17	1 104	4	18	1 208	4	17	1 151	4
Sham Shui Po	35	2 478	7	34	2 318	7	34	2 483	7
Yau Tsim Mong	21	1 693	5	20	1 600	5	20	1 653	5
Kowloon City	31	2 589	5	29	2 532	5	30	2 654	5
Wong Tai Sin	38	2 627	6	40	2 677	6	41	2 817	6
Kwun Tong	56	3 831	10	55	3 871	10	56	3 928	10
Tsuen Wan	22	1 482	4	20	1 489	4	21	1 608	4
Tuen Mun	53	3 221	5	53	3 254	5	52	3 622	5
Yuen Long	59	3 566	5	54	3 520	5	52	3 823	5
North	34	2 236	4	32	2 232	4	34	2 354	4
Tai Po	26	1 826	6	25	1 822	6	25	2 002	6
Sha Tin	51	3 242	7	47	3 244	7	47	3 350	7
Sai Kung	40	2 319	4	38	2 311	4	38	2 386	4
Islands	19	956	1	19	998	1	19	960	1
Kwai Tsing	43	2 568	8	43	2 523	8	44	2 795	8

Note:

1. Position as at September of the school year.
2. Accommodation in vacant classrooms not counted.
3. Source of information from Social Welfare Department. Figures refer to the no. of KGs in receipt of subvention from Social Welfare Department to provide the EHS.

Number (No.) of half-day (HD) kindergartens (KGs)
under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)
and the No. of school places provided by district
in the 2009/10, 2010/11 and 2011/12 school years

School Year	2009/10		2010/11		2011/12	
KGs under the PEVS	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	19	3 963	17	3 994	17	4 148
Wan Chai	15	4 882	15	4 748	14	4 744
Eastern	53	8 155	45	7 645	46	7 738
Southern	12	2 026	12	1 860	11	1 799
Sham Shui Po	27	7 467	26	7 213	27	7 225
Yau Tsim Mong	16	3 633	15	3 550	15	3 527
Kowloon City	37	10 905	33	10 274	33	10 471
Wong Tai Sin	31	5 737	31	5 274	31	5 119
Kwun Tong	43	9 944	43	10 180	43	10 267
Tsuen Wan	23	4 563	21	4 480	21	4 471
Tuen Mun	43	8 949	40	8 432	39	8 243
Yuen Long	55	12 143	49	11 426	49	11 601
North	34	7 474	31	7 366	32	7 878
Tai Po	21	3 435	19	2 903	18	2 846
Sha Tin	44	8 728	39	7 865	38	7 767
Sai Kung	32	5 693	29	5 134	30	4 973
Islands	21	3 008	21	2 781	20	2 631
Kwai Tsing	45	9 205	44	8 936	43	8 497

Notes:

1. Position as at September of the school year.
2. Accommodation in vacant classrooms not counted.

Number (No.) of kindergartens (KGs) operating both whole-day (WD) and half-day (HD) service
under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)
and the No. of school places provided by district
in the 2009/10, 2010/11 and 2011/12 school years

School Year	2009/10		2010/11		2011/12	
KGs under the PEVS	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)	No. of KGs with Both WD & HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	10	1 767	9	1 759	9	1 738
Wan Chai	7	1 838	7	1 731	7	1 849
Eastern	42	7 451	36	7 107	38	7 572
Southern	10	1 966	11	2 245	10	2 159
Sham Shui Po	21	5 885	20	5 646	21	5 783
Yau Tsim Mong	6	1 390	6	1 557	6	1 564
Kowloon City	17	3 097	15	2 931	16	3 527
Wong Tai Sin	23	4 150	25	4 378	26	4 718
Kwun Tong	31	8 168	30	7 866	31	8 387
Tsuen Wan	13	1 945	11	1 788	12	2 147
Tuen Mun	35	8 349	35	8 169	34	8 293
Yuen Long	41	9 620	37	9 003	35	8 765
North	25	6 095	23	6 060	25	6 833
Tai Po	19	3 806	18	3 554	17	3 542
Sha Tin	32	6 385	29	6 049	29	6 054
Sai Kung	27	5 492	25	5 043	26	4 984
Islands	16	3 281	16	3 123	16	2 969
Kwai Tsing	28	5 957	28	5 862	29	6 242

Notes:

1. Position as at September of the school year.
2. Accommodation in vacant classrooms not counted.

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

EDB063

Question Serial No.

1235

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 the pre-primary education from 2007/08 to 2011/12, please give a breakdown of:

- (a) the number of local non-profit-making kindergartens, local private independent kindergartens, non-local/international kindergartens, and the number of teachers and students;
- (b) the number of local non-profit-making kindergartens and the number of teachers and students 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;
- (c) the number of local private independent kindergartens without joining the Scheme, and the number of teachers and students;
- (d) the increase/decrease in the number of private independent kindergartens converted to non-profit-making kindergartens, the percentage of such change and the actual accumulated number of each year;
- (e) the number of kindergarten-cum-child care centres in the territory, the number of kindergarten-cum-child care centres joining the Scheme, and the number of teachers and students involved; and
- (f) the number of whole-day nursery schools, and the number of teachers and students involved.

Asked by : Hon. CHEUNG Man-kwong

Reply :

For the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy):

- (a) the number of local non-profit-making (NPM) kindergartens (KGs), local private independent (PI) KGs, non-local KGs, and the number of teachers and students in these KGs is tabulated at Appendix I;
- (b) the number of NPM KGs (including kindergarten-cum-child care centres) and the number of teachers and students in the following categories: NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS), NPM KGs without joining the Scheme and PI KGs converted to NPM KGs under the subsidy of the Scheme is tabulated at Appendix II;
- (c) the number of local PI KGs not joining the Scheme, and the number of teachers and students in these KGs is tabulated at Appendix III;

- (d) the increase/decrease in the number of PI KGs converted to NPM KGs for joining the PEVS, the percentage of such change and the actual accumulated number of each year is tabulated at Appendix IV;
- (e) the number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory, the number of KG-cum-CCCs joining the Scheme, and the number of teachers and students involved is tabulated at Appendix V; and
- (f) the number of local KGs, including KG-cum-CCCs, operating only whole-day KG classes and the number of teachers and students in these KGs is tabulated at Appendix VI.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

Number of local non-profit-making (NPM) kindergartens (KGs),
local private independent (PI) KGs, non-local KGs,
and the number of teachers and students in these KGs
in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

2007/08 sy

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	780	8 449	112 653
Local PI KGs	133	1 418	19 681
Non-local KGs	76	488	6 059

2008/09 sy

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	788	8 255	115 635
Local PI KGs	101	1 132	15 873
Non-local KGs	75	479	6 122

2009/10 sy

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	774	8 428	118 711
Local PI KGs	98	1 120	15 582
Non-local KGs	78	515	6 209

2010/11 sy

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	769	8 692	125 034
Local PI KGs	96	1 145	16 348
Non-local KGs	86	617	7 558

2011/12 sy

Type of KGs	Number of KGs	Number of Teachers	Number of Students
Local NPM KGs	763	9 111	131 121
Local PI KGs	93	1 261	18 131
Non-local KGs	90	687	8 181

Number of NPM KGs joining the Pre-primary Education Voucher Scheme (PEVS),
 NPM KGs without joining the Scheme and
 PI KGs converted to NPM KGs under the subsidy of the Scheme and
 the number of teachers and students in these KGs
 in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

2007/08 sy

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining PEVS (Note 1)	768	8 297	111 069 [#]
NPM KGs not joining PEVS	12	152	1 584
Total	780	8 449	112 653

Note 1: The above figure includes 100 private independent (PI) KGs converted into NPM operation in the 2007/08 sy, with 878 teachers and 12 144 students[#].

2008/09 sy

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining PEVS (Note 2)	776	8 112	114 088 [#]
NPM KGs not joining PEVS	12	143	1 547
Total	788	8 255	115 635

Note 2: The above figure includes 26 PI KGs converted into NPM operation in the 2008/09 sy, with 233 teachers and 3 342 students[#].

2009/10 sy

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining PEVS (Note 3)	762	8 285	117 195 [#]
NPM KGs not joining PEVS	12	143	1 516
Total	774	8 428	118 711

Note 3: The above figure includes 4 PI KG converted into NPM operation in the 2009/10 sy, with 24 teachers and 332 students[#].

2010/11 sy

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining PEVS (Note 4)	757	8 533	122 977 [#]
NPM KGs not joining PEVS	12	159	2 057
Total	769	8 692	125 034

Note 4: The above figure includes 2 PI KGs converted into NPM operation in the 2010/11 sy, with 17 teachers and 189 students[#].

2011/12 sy

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining PEVS (Note 5)	751	8 949	129 151 [#]
NPM KGs not joining PEVS	12	162	1 970
Total	763	9 111	131 121

Note 5: There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2011/12 sy.

[#] The figure is the total number of enrolment in these KGs including students in non-local classes and students not holding the Certificate of Eligibility under the PEVS.

Number of local private independent (PI) kindergartens (KGs)
not joining the Pre-primary Education Voucher Scheme (PEVS),
and the number of teachers and students in these KGs in the
2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

	2007/08 sy	2008/09 sy	2009/10 sy	2010/11 sy	2011/12 sy
Number of KGs	58	57	60	*96	93
Number of teachers	720	741	807	1 145	1 261
Number of students	10 120	10 442	11 438	16 348	18 131

*When the PEVS was introduced in the 2007/08 sy, a transitional period of three years until the end of the 2009/10 sy was provided for PI KGs to join the PEVS. The number in the 2010/11 sy includes 34 PI KGs which ceased to be eligible for the PEVS upon the completion of the transitional arrangement.

Increase/decrease in the number of private independent (PI) kindergartens (KGs)
 converted to non-profit-making (NPM) KGs
 for joining the Pre-primary Education Voucher Scheme (PEVS),
 the percentage (%) of such change and the actual accumulated number
 in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

		2007/08 sy	2008/09 sy	2009/10 sy	2010/11 sy	2011/12 sy
PI KGs converted to NPM KGs for joining PEVS	Increase in number	100	26	4	2	0
	*Decrease in number	--	9	7	5	4
	Accumulated number	100	117	114	111	107
	% of change	--	+17.0%	-2.6%	-2.6%	-3.6%

*Due to closure of the KGs in the respective school years.

Number of local kindergarten-cum-child care centres (KG-cum-CCCs) in the territory,
the number of KG-cum-CCCs joining the Pre-primary Education Voucher Scheme (PEVS),
and the number of teachers and students involved
in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

2007/08 sy

No. of KG-cum-CCCs	420
No. of KG-cum-CCCs joining PEVS	374
No. of teachers in KG-cum-CCCs joining PEVS	3 276
No. of students in KG-cum-CCCs joining PEVS	35 038 [#]

2008/09 sy

No. of KG-cum-CCCs	420
No. of KG-cum-CCCs joining PEVS	373
No. of teachers in KG-cum-CCCs joining PEVS	3 217
No. of students in KG-cum-CCCs joining PEVS	35 323 [#]

2009/10 sy

No. of KG-cum-CCCs	423
No. of KG-cum-CCCs joining PEVS	374
No. of teachers in KG-cum-CCCs joining PEVS	3 309
No. of students in KG-cum-CCCs joining PEVS	36 271 [#]

2010/11 sy

No. of KG-cum-CCCs	429
No. of KG-cum-CCCs joining PEVS	355
No. of teachers in KG-cum-CCCs joining PEVS	3 299
No. of students in KG-cum-CCCs joining PEVS	36 917 [#]

2011/12 sy

No. of KG-cum-CCCs	433
No. of KG-cum-CCCs joining the PEVS	358
No. of teachers in KG-cum-CCCs joining the PEVS	3 480
No. of students in KG-cum-CCCs joining the PEVS	39 601 [#]

[#] The figure is the total number of enrolment in these KGs including students in non-local classes and students not holding the Certificate of Eligibility under the PEVS.

Number of local kindergartens (KGs), including kindergarten-cum-child care centres (KG-cum-CCCs), operating only whole-day KG classes and the number of teachers and students in these KGs in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

	2007/08 sy	2008/09 sy	2009/10 sy	2010/11 sy	2011/12 sy
Number of KGs	241	239	232	233	229
Number of teachers	1 992	1 981	1 962	2 000	2 040
Number of students	18 872	18 611	18 486	19 278	19 726

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

EDB064

Question Serial No.

1236

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 2007/08 to 2011/12 school years, please provide the following information:

- (a) the average school fee, median school fee, highest school fee and lowest school fee charged by whole-day and half-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS);
- (b) the average school fee, median school fee, highest school fee and lowest school fee charged by private independent whole-day and half-day kindergartens;
- (c) the average school fee, median school fee, highest school fee and lowest school fee charged by whole-day and half-day kindergartens not joining the PEVS;
- (d) the respective number of whole-day and half-day kindergartens in the PEVS approved to increase their school fees, and the highest, lowest and average rate of increase.

Asked by: Hon. CHEUNG Man-kwong

Reply:

For the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years:

- (a) the respective weighted amount of average school fee, median school fee, highest school fee and lowest school fee for whole-day (WD) and half-day (HD) classes charged by kindergartens (KGs) under the subsidy of the PEVS is tabulated at Appendix I;
- (b) the respective weighted amount of average school fee, median school fee, highest school fee and lowest school fee for WD and HD classes charged by local private independent (PI) KGs is tabulated at Appendix II;
- (c) the respective weighted amount of average school fee, median school fee, highest school fee and lowest school fee for WD and HD classes charged by local KGs not joining the PEVS is tabulated at Appendix III; and
- (d) the number of non-profit making WD and HD KGs in the PEVS that have been approved to increase their school fees, and the highest, lowest and weighted average rates of increase is tabulated at Appendix IV.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

The respective weighted amount of average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) classes
charged by kindergartens (KGs)
under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)
in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

School Year		2007/08 sy	2008/09 sy	2009/10 sy	2010/11 sy	2011/12 sy
Average school fee	KG WD	\$28,000	\$29,000	\$29,300	\$30,200	\$31,500
	HD	\$17,200	\$17,900	\$18,000	\$18,700	\$19,500
Median school fee	KG WD	\$27,000	\$28,200	\$28,900	\$30,000	\$31,100
	HD	\$16,300	\$17,200	\$17,800	\$18,500	\$19,500
Highest school fee	KG WD	\$48,000	\$48,000	\$48,000	\$48,000	\$48,000
	HD	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Lowest school fee	KG WD	\$15,600	\$15,800	\$15,800	\$15,800	\$16,400
	HD	\$8,000	\$9,500	\$10,000	\$10,000	\$10,000

The respective weighted amount of average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) classes
charged by local private independent (PI) kindergartens (KGs)
in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

School Year		2007/08 sy	2008/09 sy	2009/10 sy	2010/11 sy	2011/12 sy
Average KG school fee	WD	\$43,300	\$49,900	\$50,900	\$52,400	\$54,700
	HD	\$28,900	\$33,200	\$35,200	\$38,700	\$40,300
Median KG school fee	WD	\$44,200	\$50,200	\$52,700	\$51,600	\$54,400
	HD	\$24,800	\$33,000	\$35,400	\$38,900	\$39,600
Highest KG school fee	WD	\$73,600	\$75,800	\$75,800	\$79,600	\$93,600
	HD	\$75,700	\$75,700	\$75,700	\$82,100	\$82,100
Lowest KG school fee	WD	\$18,200	\$18,800	\$19,400	\$20,400	\$22,300
	HD	\$13,200	\$14,400	\$17,600	\$18,600	\$18,600

The respective weighted amount of average school fee,
median school fee, highest school fee and lowest school fee
for whole-day (WD) and half-day (HD) classes
charged by local kindergartens (KGs)
not joining Pre-primary Education Voucher Scheme (PEVS)
in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy)

School Year		2007/08 sy	2008/09 sy	2009/10 sy	2010/11 sy	2011/12 sy
Average KG school fee	WD	\$59,400	\$58,200	\$58,800	\$57,500	\$59,700
	HD	\$35,100	\$36,100	\$36,600	\$38,400	\$40,100
Median KG school fee	WD	\$58,600	\$56,400	\$55,200	\$55,200	\$56,400
	HD	\$34,800	\$34,900	\$37,100	\$38,000	\$39,600
Highest KG school fee	WD	\$129,200	\$135,600	\$135,600	\$119,800	\$134,100
	HD	\$75,700	\$75,700	\$75,700	\$82,100	\$82,100
Lowest KG school fee	WD	\$23,300	\$18,800	\$19,400	\$20,400	\$22,300
	HD	\$14,100	\$14,100	\$14,100	\$14,100	\$14,100

Number of non-profit making (NPM)
whole-day (WD) and half-day (HD) kindergarten (KGs)
in the Pre-primary Education Voucher Scheme (PEVS)
with fee increase, and the highest, lowest and weighted average rates of increase
in the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years

2007/08 school year	WD	HD
Number of NPM KGs under PEVS with school fees increased	458	371
The KG with the highest rate of increase	52.7%	64.5%
The KG with the lowest rate of increase	0.3%	1.0%
The weighted average rate of increase (Note)	8.9%	10.5%

Note: Subsequent to replacement of Kindergarten and Child Care Centre Subsidy Scheme (KCSS) with the PEVS in the 2007/08 school year, KGs 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	WD	HD
Number of NPM KGs under PEVS with school fees increased	429	352
The KG with the highest rate of increase	20.0%	27.0%
The KG with the lowest rate of increase	0.3%	0.08%
The weighted average rate of increase	4.6%	4.8%

2009/10 school year	WD	HD
Number of NPM KGs under PEVS with school fees increased	276	255
The KG with the highest rate of increase	13.0%	42.0%
The KG with the lowest rate of increase	0.008%	0.01%
The weighted average rate of increase	1.6%	2.4%

2010/11 school year	WD	HD
Number of NPM KGs under PEVS with school fees increased	375	317
The KG with the highest rate of increase	27.0%	33.0%
The KG with the lowest rate of increase	0.006%	0.005%
The weighted average rate of increase	3.1%	3.9%

2011/12 school year	WD	HD
Number of NPM KGs under PEVS with school fees increased	405	343
The KG with the highest rate of increase	30.3%	53.0%
The KG with the lowest rate of increase	0.07%	0.05%
The weighted average rate of increase	4.3%	4.3%

Remark:

A KG with both HD and WD sessions is counted in both the HD and WD columns.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB065**

Question Serial No.

1237

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

How many half-day kindergartens which have been included in the Pre-primary Education Voucher Scheme after their conversion to non-profit making kindergartens from private independent kindergartens since the 2007/08 school year charged a school fee of \$21,000-\$21,999, \$22,000-\$22,999, \$23,000-\$23,999 and \$24,000-\$25,200 in the 2011/12 school year? What was their percentage share among the converted half-day kindergartens? Please give a yearly breakdown.

Asked by: Hon. CHEUNG Man-kwongReply:

The number (no.) of half-day (HD) kindergartens (KGs) included in the Pre-primary Education Voucher Scheme (PEVS) after their conversion to non-profit making (NPM) KGs from private independent (PI) KGs, charging a school fee of \$21,000-\$21,999, \$22,000-\$22,999, \$23,000-\$23,999 and \$24,000 per student per annum in the 2011/12 school year, and their percentage share (%) among the converted HD KGs in the respective school years from 2007/08 to 2010/11 were as follows:

	School year of HD PI KGs converted to NPM for joining PEVS			
	2007/08	2008/09	2009/10	2010/11
HD school fee in the 2011/12 school year	no. of KGs and % (in brackets)	no. of KGs and % (in brackets)	no. of KGs and % (in brackets)	no. of KGs and % (in brackets)
\$21,000 - \$21,999	7 (9.1%)	2 (8.3%)	0 (0.0%)	0 (0.0%)
\$22,000 - \$22,999	5 (6.5%)	2 (8.3%)	0 (0.0%)	0 (0.0%)
\$23,000 - \$23,999	9 (11.7%)	6 (25.0%)	0 (0.0%)	0 (0.0%)
\$24,000 (Note)	19 (24.7%)	3 (12.5%)	2 (66.7%)	2 (100.0%)

Note:

The tuition fee charged by HD KGs under the PEVS should not exceed the fee threshold of \$24,000 per student per annum during the school year under reference.

There was no conversion of PI KGs in the NPM operation for the purpose of admission to the PEVS in the 2011/12 school year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB066**

Question Serial No.

1238

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Regarding the implementation of the Pre-primary Education Voucher Scheme (PEVS), please provide the following information from 2007/08 to 2011/12 school years respectively:

- (a) the respective numbers and percentages of students attending whole-day and half-day kindergartens, as well as the respective numbers and percentages of whole-day and half-day kindergarten students under the subsidy of PEVS; and
- (b) the respective number of students attending whole-day and half-day kindergartens who had applied for fee remission, as well as the respective numbers and percentages of students granted with a level of assistance at 50%, 75% and 100% of the school fee or the fee remission ceiling;

Asked by: Hon. CHEUNG Man-kwongReply:

The reply in seriatim for the 2007/08, 2008/09, 2009/10, 2010/11 and 2011/12 school years (sy) -

- (a) The number and percentage (%) of students attending local whole-day (WD) and half-day (HD) kindergartens (KGs), as well as the respective number and % of WD and HD KGs students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS):

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
No. & % (in brackets) of students attending local WD KGs	33 636 (25.4%)	34 312 (26.1%)	35 218 (26.2%)	37 850 (26.8%)	41 070 (27.5%)
No. & % (in brackets) of students attending local HD KGs	98 698 (74.6%)	97 196 (73.9%)	99 075 (73.8%)	103 532 (73.2%)	108 182 (72.5%)
No. & % (in brackets) of WD KG students and under the subsidy of PEVS	32 309 (27.0%)	33 007 (28.0%)	34 013 (28.6%)	36 069 (29.4%)	38 833 (30.1%) (Note)
No. & % (in brackets) of HD KG students and under the subsidy of PEVS	87 386 (73.0%)	84 895 (72.0%)	85 094 (71.4%)	86 789 (70.6%)	90 318 (69.9%) (Note)

Note:

Provisional figures as at mid-September 2011. The figures refer to the total number of enrolment in these KGs, including students not under the PEVS. The actual number of students under the PEVS in the 2011/12 school year would be available at the end of the school year.

- (b) The number of applications from parents with children attending KGs for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) and the number and % of students granted with a level of assistance at 50%, 75% and 100% of the school fee or the fee remission ceiling:

School Year		2007/08 (Note 1)	2008/09 (Note 1)	2009/10 (Note 1)	2010/11 (Note 1)	2011/12 (Note 2)
Number of applications from students attending WD KGs		17 156	19 296	18 932	18 806	19 999
Number of applications from students attending HD KGs		26 791	27 627	22 341	20 153	13 323
Number & % (in brackets as a percentage of students attending WD KGs in receipt of fee remission)	50% fee remission	6 663 (42.5%)	5 988 (34.4%)	5 490 (33.4%)	5 359 (32.8%)	4 315 (23.8%)
	75% fee remission	4 821 (30.7%)	4 915 (28.2%)	4 964 (30.2%)	4 694 (28.7%)	1 388 (7.7%)
	100% fee remission	4 201 (26.8%)	6 514 (37.4%)	6 006 (36.5%)	6 300 (38.5%)	12 425 (68.5%)
Number & % (in brackets as a percentage of students attending HD KGs in receipt of fee remission)	50% fee remission	1 268 (6.9%)	202 (1.1%)	145 (1.2%)	109 (1.3%)	2 523 (22.1%)
	75% fee remission	7 768 (42.0%)	5 472 (29.8%)	4 166 (35.6%)	1 881 (21.6%)	762 (6.7%)
	100% fee remission	9 458 (51.1%)	12 705 (69.1%)	7 390 (63.2%)	6 714 (77.1%)	8 155 (71.3%)

Note:

1. Position as at end of the respective 2007/08 to 2010/11 sy.
2. Provisional figures as at end December 2011. Starting from the 2011/12 sy, the income threshold for full level of financial assistance under the means test mechanism has been raised so that more families will become eligible for full fee remission.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB067**

Question Serial No.

1239

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

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please provide the numbers and percentages of dropouts among the school-age population in the school years from 2007/08 to 2011/12 by different age groups.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The numbers of dropout cases in the age groups of 6-11, 12-14 and 15-17 and the percentages of these cases against the total number of students of the respective age group (shown in brackets) for the school years from 2007/08 to 2010/11 are in the table below. Numbers for the 2011/12 school year are not available as the school year has not yet come to a close.

School year Age group	2007/08	2008/09	2009/10	2010/11
6-11	294 (0.08 %)	298 (0.08 %)	319 (0.09 %)	390 (0.12 %)
12-14	1 576 (0.66 %)	1 539 (0.65 %)	1 508 (0.66 %)	1467 (0.69 %)
15-17	2 992 (1.56 %)	3 175 (1.64 %)	2 909 (1.50 %)	3141 (1.67 %)

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

Reply Serial No.

EDB068

Question Serial No.

1240

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:

Please provide the following information for the school years from 2009/10 to 2011/12:

- (a) the actual average teacher-to-student and class-to-teacher ratios for aided primary and secondary schools, special schools, Direct Subsidy Scheme schools and international schools;
- (b) the numbers of regular teachers, fixed-term contract teachers and teaching assistants in aided primary and secondary schools as well as special schools;
- (c) a breakdown of the types and numbers of non-establishment teaching staff in aided primary and secondary schools; and
- (d) the average numbers of teaching periods for teachers in aided primary and secondary schools.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The average student-to-teacher ratios and the average teacher-to-class ratios for aided primary and secondary schools, special schools, Direct Subsidy Scheme (DSS) schools and international schools (including schools under English Schools Foundation) for the school years from 2009/10 to 2011/12 are as follows:

Student-to-Teacher Ratio

	2009/10	2010/11	2011/12*
Aided primary schools	15.7:1	15.3:1	14.8:1
Aided secondary schools	16.2:1	15.4:1	15.2:1
Special schools	5.5:1	5.3:1	5.2:1
DSS schools	14.2:1	13.4:1	13.0:1
International schools	11.8:1	11.5:1	11.7:1

Teacher-to-Class Ratio

	2009/10	2010/11	2011/12*
Aided primary schools	1.9:1	1.9:1	1.9:1
Aided secondary schools	2.2:1	2.2:1	2.2:1
Special schools	2.1:1	2.1:1	2.1:1
DSS schools	2.3:1	2.3:1	2.3:1
International schools	2.0:1	2.1:1	2.0:1

* Provisional figures

- (b) Schools can appoint teachers to fill the posts on the approved teaching establishment (establishment teachers) or posts outside the establishment (non-establishment teachers) by using various grants and other funding. The numbers of establishment teachers and non-establishment teachers in aided primary and secondary schools, and special schools for the school years from 2009/10 to 2011/12 are as follows:

Aided Primary Schools

	2009/10	2010/11	2011/12*
Establishment teachers	15 100	14 750	14 670
Non-establishment teachers	1 880	1 830	1 780

Aided Secondary Schools

	2009/10	2010/11	2011/12*
Establishment teachers	19 530	19 350	19 830
Non-establishment teachers	2 810	3 010	3 730

Special Schools

	2009/10	2010/11	2011/12*
Establishment teachers	1 320	1 340	1 370
Non-establishment teachers	130	140	150

* Provisional figures

The Education Bureau (EDB) does not have information on the number of teaching assistants in schools.

- (c) The EDB does not have information on the types of non-establishment teaching staff in aided primary and secondary schools.
- (d) The average numbers of teaching periods for aided primary and secondary teachers per cycle for the school years from 2009/10 to 2011/12 are as follows:

	Average no. of periods per cycle [#]		
	2009/10	2010/11	2011/12*
Aided secondary school teachers	26	27	27
Aided primary school teachers	26	26	26

* Provisional figures

The above figures are calculated by averaging the number of teaching periods as reported by individual teachers in schools. No adjustment has been made to cater for the variation in the duration of teaching periods, the number of teaching periods per cycle as well as the number of teaching days per cycle that exist among schools.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB069

Question Serial No.

1241

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 2011/12 school year, please provide the following information:

- (a) the respective number of teachers in whole-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) whose salary is \$14,010 (i.e. salary point 7) or above and below \$14,010, and the percentage share of these teachers in the total number of teachers in whole-day kindergartens;
- (b) the average salary, median salary, highest salary and lowest salary for teachers in whole-day and half-day kindergartens under the subsidy of the PEVS;
- (c) the respective number of principals of whole-day kindergartens under the subsidy of the PEVS whose salary is \$21,175 (i.e. salary point 14) or above and below \$21,175, and the percentage share of these principals in the total number of principals of whole-day kindergartens;
- (d) the average salary, median salary, highest salary and lowest salary for principals of whole-day and half-day kindergartens under the subsidy of the PEVS;
- (e) the average salary, median salary, highest salary and lowest salary for teachers and principals of local private independent kindergartens as well as whole-day and half-day kindergartens.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The number and percentage of teachers in the PEVS whole-day (WD) kindergartens (KGs) whose salary are below and above \$14,000 are tabulated as follows (We do not have the statistics by salary range above or below \$14,010.):

Monthly salary level	Number of teachers in PEVS WD KGs	% share
Above \$14,000	1 577	92.1%
\$14,000 or below	136	7.9%
Total	1 713	100%

- (b) The average salary, median salary, highest salary and lowest salary of teachers in the PEVS WD KGs and half-day (HD) KGs are as follows:

	Salary of teachers in PEVS KGs (excluding Principals)					
	KGs with HD classes only		KGs with WD classes only		KGs with both HD and WD classes	
	Working whole-day (\$)	Working half-day (\$)	Working whole-day (\$)	Working half-day (\$)	Working whole-day (\$)	Working half-day (\$)
Average salary	18,200	12,000	18,300	8,200	16,500	10,100
Median	17,500	11,500	17,500	7,000	15,500	9,500
Highest salary	43,000	23,500	34,200	14,500	55,000	25,500
Lowest salary	6,500	5,500	7,500	5,500	7,500	4,500

(c) & (d)

Information on salaries of principals is not readily available.

(e) The average salary, median salary, highest salary and lowest salary for teachers (excluding principals) of local private independent (PI) KGs are as follows:

	Salary of teachers in local PI KGs (excluding principals)					
	KGs with HD classes only		KGs with WD classes only		KGs with both HD and WD classes	
	Working whole-day (\$)	Working half-day (\$)	Working whole-day (\$)	Working half-day (\$)	Working whole-day (\$)	Working half-day (\$)
Average salary	19,400	10,200	16,800	no teacher in this group	16,900	8,400
Median	18,500	9,500	16,000		14,500	8,500
Highest salary	45,200	24,500	26,500		48,000	17,500
Lowest salary	8,500	5,000	9,500		7,500	3,400

Notes:

Information is based on an anonymous questionnaire survey on the monthly salary levels of full-time KG teachers conducted in September 2011 by the Education Bureau. Salary data from teachers are collected by ranges at interval of \$1,000.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB070**

Question Serial No.

1242

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (2) Primary Education
(3) Secondary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

- (a) For the 2011/12 school year, please provide the numbers of aided primary and secondary schools which have employed contract teachers to fill permanent teaching posts within their approved teaching establishment, and the numbers of such contract teachers. Please set out the figures for each of the 18 school districts in the form of annexes:

Aided secondary schools

School district	Number of aided secondary schools in the district in the 2011/12 school year	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers
Total:			

Aided primary schools

School district	Number of aided primary schools in the district in the 2011/12 school year	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers
Total:			

- (b) Regarding the employment of fixed-term contract teachers to fill permanent teaching posts within the approved teaching establishment, what are the numbers of aided primary and secondary schools which employed 4 or more such teachers in the 2010/11 school year and whose number of such teachers has increased in the 2011/12 school year? What is the increase for each school?
- (c) Regarding the fixed-term contract teachers employed to fill permanent teaching posts within the approved teaching establishment in the 2011/12 school year, what is their average total length of service in the same post in a school? What is their longest total length of service?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The posts in the approved teaching establishment of aided schools, except time-limited posts, are regular posts, and teachers filling these posts (except temporary or supply teachers) are regular teachers. Based on the provisional information provided by schools on the appointment of teachers, while most regular teachers do not have a fixed term of employment, a small number of regular teachers are employed for a clearly defined contract period (DCP). The reply to the three parts of the question is as follows:

- (a) The numbers of regular teachers on DCP term to fill regular posts in secondary and primary schools in the 2011/12 school year are at Annexes 1 and 2 respectively.
- (b) The numbers of aided secondary and primary schools in the 2011/12 school year with 4 or more regular teachers on DCP term in the 2010/11 school year and with an increase in the number of such teachers in the 2011/12 school year, and the related statistics are as follows:

Increase in the number of regular teachers on DCP term in 2011/12 as compared with that in 2010/11 for schools with 4 or more such teachers in 2010/11	Number of aided secondary schools	Number of aided primary schools
1	18	3
2	9	2
3	6	1
4	6	-
5	2	-
6	-	1
7	3	-
9	1	-
Total	45	7

- (c) Among 1 781 regular teachers on DCP term in the 2011/12 school year, the average length of service as regular teachers on DCP term in their existing schools is 1.9 years (up to the end of the 2011/12 school year), and the longest service being 9 years.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**Employment of Regular Teachers on Defined Contract Period Term
by Aided Secondary Schools**

EDB school district	Number of aided secondary schools in the district in 2011/12	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
Central & Western	8	5	0
		1	1
		1	6
		1	7
Wan Chai	9	4	0
		2	1
		2	2
		1	12
Eastern	24	11	0
		4	1
		2	2
		1	3
		1	4
		1	5
		1	9
		2	10
		1	13
Southern	14	2	0
		1	1
		3	2
		1	3
		1	4
		1	5
		2	6
		1	9
		1	13
		1	19
Sham Shui Po	15	4	0
		6	1
		1	2
		1	3
		2	6
Yau Tsim Mong	12	1	8
		1	0
		1	1
		1	2
		2	3
		2	5
		1	8
		1	9
		1	11
		1	12
		1	14

EDB school district	Number of aided secondary schools in the district in 2011/12	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
Kowloon City	28	11	0
		2	1
		3	2
		3	3
		2	4
		3	5
		1	6
		2	7
		1	10
Wong Tai Sin	22	8	0
		4	1
		1	2
		3	4
		2	5
		1	7
		1	8
		1	9
		1	16
Kwun Tong	25	7	0
		2	1
		2	2
		6	3
		2	4
		1	5
		1	6
		1	7
		2	9
		1	12
Tsuen Wan	13	4	0
		2	1
		1	2
		1	4
		2	6
		1	7
		1	14
		1	25
Tuen Mun	36	8	0
		6	1
		2	2
		5	3
		3	4
		4	5
		1	6
		1	9
		3	11
		1	13
		1	14
		1	16
Yuen Long	30	9	0
		5	1
		3	2
		2	3
		2	4

EDB school district	Number of aided secondary schools in the district in 2011/12	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
		2 1 2 2 1 1	7 9 10 11 14 22
North	17	6 4 1 1 2 1 1 1	0 1 2 4 5 6 9 14
Tai Po	18	4 1 5 2 1 2 1 1 1	0 1 2 3 6 8 9 12 13
Sha Tin	38	8 10 4 3 1 2 3 1 1 1 1 1 1 1 1	0 1 2 3 4 6 7 8 9 10 14 18 20 29
Sai Kung	18	3 1 3 4 2 3 1 1	0 1 2 3 5 6 10 11
Islands	7	1 2 1 1 1 1	0 1 2 6 8 9

EDB school district	Number of aided secondary schools in the district in 2011/12	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		Number of schools	Number of contract teachers*
Kwai Tsing	31	12	0
		3	1
		4	2
		4	4
		1	5
		2	6
		2	7
		3	8
Total	365	108	0
		57	1
		39	2
		30	3
		21	4
		19	5
		20	6
		13	7
		10	8
		12	9
		7	10
		7	11
		4	12
		4	13
		6	14
		2	16
		1	18
		1	19
		1	20
		1	22
		1	25
		1	29

Note *: Regular teachers on defined contract period term include full-time and part-time teachers.

**Employment of Regular Teachers on Defined Contract Period Term
by Aided Primary Schools**

EDB school district	Number of aided primary schools in the district in 2011/12	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
Central & Western	15	7	0
		5	1
		1	3
		1	6
		1	7
Wan Chai	13	8	0
		2	1
		1	3
		1	4
		1	6
Eastern	22	13	0
		4	1
		2	2
		2	4
		1	5
Southern	10	4	0
		1	1
		3	2
		2	3
Sham Shui Po	18	12	0
		4	1
		1	2
		1	3
Yau Tsim Mong	17	11	0
		2	2
		3	3
		1	5
Kowloon City	27	18	0
		4	1
		1	2
		3	3
		1	7
Wong Tai Sin	27	18	0
		6	1
		3	2
Kwun Tong	30	13	0
		4	1
		1	2
		2	3
		1	4
		5	5
		2	6
		1	7
		1	8

EDB school district	Number of aided primary schools in the district in 2011/12	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
Tsuen Wan	19	9	0
		3	1
		3	2
		1	3
		2	5
		1	8
Tuen Mun	33	22	0
		4	1
		2	2
		3	3
		1	4
		1	6
Yuen Long	43	30	0
		4	1
		2	2
		2	3
		2	4
		1	5
		1	6
		1	7
North	27	17	0
		1	1
		2	2
		3	3
		2	5
		1	7
		1	12
Tai Po	17	12	0
		1	1
		1	2
		1	3
		1	4
		1	15
Sha Tin	38	26	0
		5	1
		4	2
		2	4
		1	9
Sai Kung	21	11	0
		1	1
		4	2
		2	3
		1	4
		1	7
		1	11
Islands	16	8	0
		6	1
		1	3
		1	9

EDB school district	Number of aided primary schools in the district in 2011/12	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		Number of schools	Number of contract teachers*
Kwai Tsing	30	18	0
		4	1
		2	2
		2	3
		2	4
		1	5
		1	6
Total	423	257	0
		59	1
		33	2
		28	3
		13	4
		13	5
		7	6
		6	7
		2	8
		2	9
		1	11
		1	12
		1	15

Note *: Regular teachers on defined contract period term include full-time and part-time teachers.

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

EDB071

Question Serial No.

1243

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:

From the 2007/08 to 2011/12 school years, what was the percentage of school-age children attending kindergartens in each school year?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The gross enrolment ratios (GER) of participation in kindergarten (KG) education from the 2007/08 to 2011/12 school years are tabulated as follows:

School Year	2007/08	2008/09	2009/10	2010/11 (Revised)	2011/12 (Provisional)
GER	96.7	99.6	100.6	101.5	101.6

Note:

1. GER is defined as total enrolment in KGs (including KGs, kindergarten-cum-child care centres and Special Child Care Centres), regardless of age, expressed as a percentage of the school-age-population corresponding to the same level of education in a given school year. Hence, the percentage can exceed 100%.
2. The school-age population for the KG level refers to children of 3-5 years old.
(Source of population figures: Census and Statistics Department)

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB072**

Question Serial No.

1244

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please give a breakdown of the expenditures on the amount of subsidy allocated to the Pre-primary Education Voucher Scheme and any other expenditures on pre-primary education (including Kindergarten and Child Care Centre Fee Remission Scheme, principal and teacher training, and rent, rates and government rent subsidies, etc.) from 2010-11 to 2011-12.

Asked by: Hon. CHEUNG Man-kwongReply:

The breakdown of expenditure for pre-primary education from 2010-11 to 2011-12 is as follows:

	2010-11	2011-12
	(\$ million)	(\$ million)
	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme	1,854.3	2,025.1
Kindergarten and Child Care Centre Fee Remission Scheme	251.0	373.9
Refund of rent, rates and government rent	193.2	194.5
Child Care Centre Subsidy Scheme (Note 1)	12.9	13.5
Principal and teacher training (Note 2)	32.0	17.7

Note:

1. Following the introduction of the Pre-primary Education Voucher Scheme (PEVS) with effect from the 2007/08 school year, 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 (CCCSS) 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" (as applicable) and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under the PEVS for approved course(s) in early childhood education.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB073

Question Serial No.

1245

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please provide the following information in such areas as higher education, secondary education, primary education, pre-primary education, special education and vocational education for 2010-11 and 2011-12:

- (a) The items of one-off provisions for education under the General Revenue Account and the amount involved.
- (b) All the items of non-recurrent grants/subventions for education under the General Revenue Account and the amount of provision involved.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The one-off provision under General Revenue Account (GRA) in 2010-11 was an in-year injection into the Language Fund (\$500 million) not designated for specific education level. For 2011-12 Revised Estimate, there were injections into the Self-financing Post-secondary Education Fund (\$2,500 million) and HKSAR Government Scholarship Fund (\$250 million) designated for post secondary education.
- (b) The non-recurrent grants / capital subventions under GRA by education level are set out in the following table:

	2010-11 Actual \$M (% share)	2011-12 Revised Estimate \$M (% share)	Remarks
Higher Education	210.7	242.5	Funding provision mainly for the development of the new undergraduate programme in University Grants Committee-funded institutions arising from the New Academic Structure, and the Pilot Mainland Experience Scheme for post-secondary students.
Secondary Education	541.2 (2.7%)	364.7 (1.7%)	Funding provision mainly for the maintenance, repairs and minor improvement projects in secondary schools, migration grants to schools for the implementation of the new senior secondary curriculum, grant for establishment of incorporated management committees, and promotion of e-learning.
Primary Education	314.2 (2.9%)	323.7 (2.8%)	Funding provision mainly for the maintenance, repairs and minor improvement projects in primary schools, the After-school Learning Support Partnership Pilot scheme, grant for establishment of incorporated management committees, and promotion of e-learning.
Pre-primary Education	0	0	-
Special Education	67.3 (4.5%)	57.6 (3.5%)	Funding provision mainly for the maintenance, repairs and minor improvement projects in special schools, migration grants to schools for the implementation of the new senior secondary curriculum, grant for establishment of incorporated management committees, and promotion of e-learning.
Vocational Education	41.2 (2.4%)	40.2 (2.2%)	Funding provision mainly for the replacement and additional furniture and equipment for existing teaching and training venues under Vocational Training Council(VTC), measures to support the development of the New Academic Structure, and development of supporting information technology systems in VTC.

()Represents the percentage share of the total GRA expenditure for respective education levels under Head 156 Government Secretariat: Education Bureau.

The figures quoted above only refer to provision under Head 156 Government Secretariat: Education Bureau.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

Reply Serial No.

EDB074

Question Serial No.

1246

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 provide information on the staff establishment of guidance teachers in primary schools and their ratios to students from 2007-08 to 2011-12.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The Education Bureau has implemented the Comprehensive Student Guidance Service in all primary schools since the 2002/03 school year with a view to helping schools establish a system to provide school-based, holistic and integrated guidance service. Resources for student guidance service (SGS) have been provided for primary schools in the form of student guidance officer/teacher or SGS Grant. Since the 2006/07 school year, the manning ratio has been improved to one student guidance officer/teacher for each school with 18 classes (about 600 students) or above. Primary schools receiving SGS Grant which is based on the same manning ratio may, based on their own needs, procure SGS from non-governmental organisations or directly recruit full-time or part-time student guidance personnel who can be registered social workers, registered teachers with experience in guidance and/or teaching or other professionals with equivalent qualifications and experience.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB075**

Question Serial No.

1247

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please provide the following information for 2011-12:

- (a) the actual average teacher-to-student ratio (excluding non-teaching staff) of local non-profit-making kindergartens;
- (b) the numbers of local non-profit-making whole-day kindergartens under the subsidy of the Pre-primary Education Voucher Scheme (PEVS) with teacher-to-student ratio (excluding non-teaching staff) below 1:8, 1:8 to below 1:10, 1:10 to below 1:12, 1:12 to below 1:14 and 1:14 to 1:15 as well as their percentage share in the total number of whole-day kindergartens;
- (c) the numbers of local non-profit-making half-day kindergartens under the subsidy of the PEVS with teacher-to-student ratio (excluding non-teaching staff) below 1:8, 1:8 to below 1:10, 1:10 to below 1:12, 1:12 to below 1:14 and 1:14 to 1:15 as well as their percentage share in the total number of half-day kindergartens.

Asked by: Hon. CHEUNG Man-kwongReply:

- (a) The estimated average teacher-to-student ratio (excluding non-teaching staff) of local non-profit-making kindergartens in the 2011/12 school year is 1:9.9.
- (b)&(c) The number and percentage share of local half-day and whole-day non-profit-making kindergartens (KG) joining the PEVS by teacher-to-student ratio (excluding non-teaching staff) is as tabulated below:

	Half-day KG		Whole-day KG		Both Half-day & Whole-day KG		Total	
	no. of KG	%	no. of KG	%	no. of KG	%	no. of KG	%
Below 1 : 8	29	20.7%	34	15.2%	52	13.5%	115	15.3%
1 : 8 to below 1:10	39	27.9%	87	38.8%	146	37.9%	272	36.2%
1 : 10 to below 1:12	52	37.1%	79	35.3%	129	33.5%	260	34.6%
1 : 12 to below 1:14	18	12.9%	22	9.8%	53	13.8%	93	12.4%
1 : 14 to below 1:15	2	1.4%	2	0.9%	5	1.3%	9	1.2%

Notes:

- (1) Figures refer to the position as at mid-December 2011 and are provisional in nature.
- (2) Figures cover serving KG teachers and pupils of KG classes only.
- (3) Two registered KG-cum-Child Care Centres (CCC) are not included because they have CCC classes only, without any KG classes in the 2011/12 sy.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB076

Question Serial No.

1248

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:

- (a) Please provide the number of schools/institutions offering New Senior Secondary Applied Learning (ApL) courses, the number of courses offered and the student applications, the number of students taking ApL courses and the amount of subsidy provided by the Government in the 2011/12 school year.
- (b) Please give a breakdown of the number of schools/institutions offering ApL courses and the student applications for each of the 16 course clusters under the 6 areas of studies in the 2011/12 school year.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) In the 2011/12 school year, there are two concurrent cohorts of Applied Learning (ApL) courses being offered to students. Details are as follows:

	2010-12 Cohort	2011-13 Cohort
No. of Schools Offering ApL Courses	303	298
No. of ApL Courses Offered	30	35
No. of Student Applications	11 887	10 139
No. of Students Taking ApL Courses	6 540	6 061

**Figures as at first year course commencement of the respective cohort*

The total amount of subsidies provided to schools by the Government in the 2011/12 school year is about \$47 million (about \$22 million for the 2010-12 cohort and about \$25 million for the 2011-13 cohort).

- (b) The number of schools offering ApL courses in the 16 course clusters and the respective number of student applications are as follows:

Area of Studies	Course Cluster	No. of Schools Offering ApL Courses		No. of Student Applications	
		2010-12 Cohort	2011-13 Cohort	2010-12 Cohort	2011-13 Cohort
Creative Studies	1. Design Studies	178	156	1 615	1 122
	2. Media Arts	108	104	473	402
	3. Performing Arts	81	81	435	433
Media and Communication	4. Films, TV and Broadcasting Studies	71	60	550	432
	5. Media Production and Public Relations	94	103	340	352
Business, Management and Law	6. Business Studies	102	99	704	577
	7. Clientele Management	62	46	351	219
	8. Legal Studies	54	33	219	98
Services	9. Hospitality Services	223	222	2 503	3 170
	10. Event Management	52	40	1 766	121
	11. Personal and Community Services	164	162	1 276	932
Applied Science	12. Medical Science and Health Care	129	143	688	771
	13. Psychology	Not applicable	86	Not applicable	590
	14. Sports	81	72	326	236
Engineering and Production	15. Civil and Mechanical Engineering	34	46	133	169
	16. Services Engineering	105	121	508	515
Total				11 887	10 139

**Figures as at first year course commencement of the respective cohort*

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB077

Question Serial No.

1249

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:

Please provide the following information for the years from 2009/10 to 2011/12:

- (a) the enrolment figures, the items funded by the Government (e.g. reimbursement of tuition fees to students) and the respective amounts involved regarding Project Yi Jin;
- (b) the enrolment figures, the items funded by the Government and the respective amounts involved regarding the Yi Jin/Secondary Schools Collaboration Project.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The enrolment figures of Project Yi Jin (PYJ) from the 2009/10 to 2011/12 school years are as follows –

School Year	Full-time	Part-time (full-time equivalent)	Total
2009/10	12 232	2 629	14 861
2010/11	13 687	2 792	16 479
2011/12	2 192	770*	2 962*

* Provisional figures. The significant decrease of PYJ enrolment in the 2011/12 school year was due to the implementation of the new senior secondary curriculum and the discontinuation of the Hong Kong Certificate of Education Examination.

The actual expenditure on PYJ from the 2009-10 to 2011-12 financial years is as follows –

Financial Year	Actual Expenditure (\$ million)
2009-10	121.7
2010-11	172.3
2011-12 (as at 31.1.2012)	163.3

The expenditure is mainly for reimbursement of tuition fee to eligible students. Other expenses include student support activities, publicity and studies.

- (b) The Yi Jin/Secondary Schools Collaboration Project witnessed its last year of operation in the 2009/10 school year. In the 2009/10 school year, 471 students were enrolled in the Project and the total expenditure on the Project was \$13.3 million. The expenditure was mainly for provision of cash grant for the course providers.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 27 February 2012

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

EDB078

Question Serial No.

1250

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 the following information for 2010-11 and 2011-12:

- (a) the respective numbers of whole-day and half-day kindergarten students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS), the respective numbers and percentages of whole-day and half-day kindergarten students who are issued with education vouchers but still have to pay school fees in excess of the voucher value as well as the average extra amount of school fees paid;
- (b) the respective numbers and percentages of half-day kindergarten students under the subsidy of PEVS who have to pay extra amount of school fees of below \$100, \$100 to below \$400, \$400 to below \$700, \$700 to below \$1,000, \$1,000 to below \$1,300, \$1,300 to below \$1,600 and \$1,600 or above;
- (c) the respective numbers and percentages of whole-day kindergarten students under the subsidy of PEVS who have to pay extra amount of school fees of below \$500, \$500 to below \$1,000, \$1,000 to below \$2,000, \$2,000 to below \$3,000, \$3,000 to below \$4,000 and \$4,000 or above.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The information requested is tabulated at Appendix. On top of the voucher subsidy, the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) provides parents-in-need with financial assistance in the form of fee remission for their children to receive pre-primary services. The level of fee remission is 100%, 75% or 50% of the difference between the voucher subsidy and the actual fee or \$19,500 for a half-day place and \$31,500 for a whole-day place, whichever is the lower.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

(a) The number of kindergarten students under PEVS

	2010/11 school year		2011/12 school year	
	Half-day	Whole-day	Half-day	Whole-day
(i) Number of students under PEVS	86 860	36 040	90 053	38 747
(ii) Number of students paying school fee on top of the voucher value <i>(Note 1)</i>	79 792	36 040	75 670 <i>[Note 2]</i>	38 747 <i>[Note 2]</i>
(iii) Percentage (%) of (ii) over (i)	91.9%	100%	84.0%	100%
(iv) Average amount of school fee on top of the voucher value	\$5,300	\$16,184	\$4,394	\$15,447

Notes: (1): In the 2010/11 school year, some 25,000 needy kindergarten students (about 22% of all students in (ii) above) received additional fee remission under KCFRS on top of the fee subsidy from voucher.

(2) Provisional figures as at November 2011

(b) The number of half-day kindergarten students under PEVS

Range of annual school fee above the voucher value	2010/11 school year		2011/12 school year	
	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$100	0	0.00	280	0.37
\$100 - below \$400	320	0.40	1 377	1.82
\$400 - below \$700	1 121	1.40	2 902	3.84
\$700 - below \$1,000	928	1.16	2 108	2.79
\$1,000 – below \$1,300	796	1.00	2 301	3.04
\$1,300 - below \$1,600	2 889	3.62	1 663	2.20
\$1,600 or above	73 738	92.42	65 039	85.94

(c) The number of whole-day kindergarten students under PEVS

Range of annual school fee above the voucher value	2010/11 school year		2011/12 school year	
	No. of students	Percentage (%)	No. of students	Percentage (%)
Below \$500	0	0.00	71	0.18
\$500 - below \$1,000	0	0.00	0	0.00
\$1,000 - below \$2,000	20	0.06	0	0.00
\$2,000 - below \$3,000	71	0.20	117	0.30
\$3,000 - below \$4,000	0	0.00	39	0.10
\$4,000 or above	35 949	99.74	38 520	99.42

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

Reply Serial No.

EDB079

Question Serial No.

1251

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:

- (a) Please give a breakdown of the numbers of schools, classes at each level, students, types and numbers of courses offered, the relevant student unit cost, the provisions allocated for each type of special schools and their percentage shares in the overall provision for education in the 2009/10, 2010/11 and 2011/12 school years respectively by types of special schools;
- (b) the estimated numbers of classes to be operated at each level, students, types and numbers of courses to be offered, and the student unit cost for each type of special schools in the 2012/13 school year.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The number of schools, the number of classes and enrolment, and the unit cost per school place by types of special schools in the 2009/10, 2010/11 and 2011/12 school years are set out in the Appendix. The actual/estimated total expenditure on special education under Programme (4) for the 2009-10, 2010-11 and 2011-12 financial years and their percentage share in the total provision for education in the respective years are as follows:

	Financial Year		
	2009-10	2010-11	2011-12 (Revised Estimate)
Total expenditure on special education under Programme (4)	\$1,403.5 million	\$1,489.5 million	\$1,648.5 million
Percentage share in total expenditure on education	2.7%	2.7%	2.7%

** Total expenditure comprises recurrent, non-recurrent and capital expenditure under General Revenue Account*

The above expenditure on special education includes overhead expenses covering all special schools and common costs for those schools serving both children with mild intellectual disability and children with moderate intellectual disability. Hence, no expenditure breakdown by types of special schools is available.

It is a common practice for special schools to adopt flexible groupings across grade levels and individualised education programme to cater for the special educational needs of the students. Presenting the number of classes and students by grade level is not reflecting the actual operation in special schools. Breakdown by grade level is therefore not provided.

- (b) The estimated number of classes and students in different types of special schools in the 2012/13 school year are as follows:

School Type	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	15	130
Hearing Impairment	18	160
Physical Disability	107	990
School for Social Development	80	780
Mild Intellectual Disability	215	3190
Moderate Intellectual Disability	204	1 870
Severe Intellectual Disability	108	780
Hospital School	33	300
Total	780	8 200

As calculation of the unit cost per school place is based on the actual operating cost of the school, we are unable to provide the unit cost per school place for different types of special schools for the 2012/13 at this stage.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

Appendix

School Type	Curriculum Type	2009/10 School Year				2010/11 School Year				2011/12 School Year			
		No. of schools	No. of Classes	Enrolment	Average Unit Cost per School Place	No. of schools	No. of Classes	Enrolment	Average Unit Cost per School Place	No. of schools	No. of Classes	Enrolment	Average Unit Cost per School Place
Visual Impairment #	Mainstream Curriculum/ Adapted Curriculum	2	15	149	\$173,500	2	15	143	\$174,000	2	15	126	\$197,500
Hearing Impairment	Mainstream Curriculum	2	20	153	\$205,000	2	18	136	\$207,000	2	18	145	\$221,000
Physical Disability	Mainstream Curriculum	7	89	845	\$216,000	7	94	877	\$218,000	7	102	932	\$230,000
School for Social Development	Mainstream Curriculum	7	72	757	\$118,500	7	74	710	\$118,500	7	80	775	\$125,000
Mild Intellectual Disability *	Adapted Curriculum	17	166	2 923	\$107,500	17	183	3072	\$110,000	17	192	3 116	\$122,500
Moderate Intellectual Disability ^	Adapted Curriculum	21	170	1 610	\$169,500	21	183	1697	\$185,000	21	192	1 756	\$198,500
Severe Intellectual Disability	Adapted Curriculum	10	103	762	\$239,000	10	105	749	\$242,500	10	104	746	\$263,000
Hospital School	Mainstream Curriculum	1	32	310	\$129,000	1	32	358	\$129,000	1	33	348	\$138,000

Of the two schools for children with visual impairment, one offers the mainstream curriculum and the other offers the adapted curriculum for children with visual impairment cum intellectual disability.

* The number of schools for children with mild intellectual disability includes 7 schools for children with mild intellectual disability and children with moderate Intellectual Disability.

^ The number of schools for children with moderate intellectual disability includes 7 schools for children with mild intellectual disability and children with moderate Intellectual Disability.

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

EDB080

Question Serial No.

1252

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 will continue to enhance the learning and teaching support in schools for children with mild intellectual disability, implement improvement measures on extension of years of study for special school students who have such a need due to various valid reasons, support the implementation of the new senior secondary curriculum, and facilitate curriculum planning of the Moral and National Education subject, etc. Please provide details on the various measures implemented, including the types and numbers of schools and the numbers of students benefited from these measures as well as the expenditures involved, in the 2010/11, 2011/12 and 2012/13 school years.

Asked by: Hon. CHEUNG Man-kwong

Reply:

Enhancing the learning and teaching support and NSS implementation

To enhance the learning and teaching support for aided special schools for children with mild intellectual disability (MiID schools), the Education Bureau (EDB) has reduced the class size of the schools for children with mild intellectual disability (MiID schools) from 20 to 15 students per class starting from Primary 1 and Secondary 1 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. The estimated additional recurrent expenditures, as compared with previous year, are around \$3.4 million and \$10.1 million for the 2010/11 school year and the 2011/12 school year respectively. In the 2012/13 school year, the enhancement measure will be extended to Primary 1 to 4 and Secondary 1 to 4 in the MiID schools and the estimated additional recurrent expenditure is around \$16.5 million as compared with previous year. Upon full implementation of reduction of class size, all students in MiID schools will benefit.

The learning and teaching support for children with intellectual disabilities (ID) was/will be enhanced through enriching curriculum and resource materials (like supplementary guides) and strengthening professional development programmes for teachers of all levels. Further, with the implementation of the NSS academic structure, special schools have been 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. All students under the NSS academic structure in these schools benefit. In addition, schools have been provided with Senior Secondary Curriculum Support Grant on a recurrent basis, 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 per year to help them better prepare for the change in the initial years. Special schools are also provided with a Diversity Learning Grant (DLG) to support their offering of diversified curriculum. Starting from the 2012/13 school year, the Government will increase the subsidy rate for Applied Learning (ApL) courses for all schools including special schools through DLG. Among all, the first 10 enrolments for the ApL courses will have full subsidy. Further, each special school with senior secondary classes has

been provided with a one-off grant (namely Liberal Studies Curriculum Support Grant) of \$320,000 in the 2010/11 school year to enable schools to create favourable conditions for the introduction of Liberal Studies during the 2010/11 and 2011/12 school years. The details are as follows:

Projects, Programmes and Grants	2010/11 school year (\$ million) (actual)	2011/12 school year (\$ million) (estimate)	2012/13 school year (\$ million) (estimate)
Additional NSS classes and teacher-to-class ratio for NSS classes	43.8	92.2	104.8
Senior Secondary Curriculum Support Grant	24.8	26.1	9.8
Diversity Learning Grant	1.3	2.1	2.8
Liberal Studies Curriculum Support Grant (Spending for 2 school years up to 31 August 2012)	18.2	n/a	n/a
Support to enhance learning and teaching through resource materials and professional development programmes for all levels from primary to secondary levels [Note: Expenditures are merged together and cannot be separated.]	11.2	11.4	10.8
Total	99.3	131.8	128.2

Extension of years of study for special school students

The EDB introduced the improvement measures on extension of years of study (EoS) for students of special 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 in the 2010/11 school year. Under the improved mechanism, we provide the schools with additional school places and allow them to exercise school-based judgment to arrange for students with such a need and valid reasons to extend their years of study according to the objective criteria jointly set by EDB and the special education sector. About 600 students at various grade levels were approved by the special schools to extend their years of study in the 2010/11 and 2011/12 school years respectively. The estimated additional recurrent expenditure for providing additional places for EoS for the 2010/11 and 2011/12 school years are around \$80 million and \$160 million respectively. For planning purpose, we have made provision for about 1 300 additional places in the 2012/13 school year for the implementation of the improvement measures. The estimated additional recurrent expenditure is around \$240 million.

The number of special schools and students by major type of disability that benefited/will benefit from the improvement measures on EoS in the 2010/11, 2011/12 and 2012/13 school years are as follows:

School Type	2010/11 School Year		2011/12 School Year		2012/13 School Year	
	No. of Schools	No. of Students	No. of Schools	No. of Students	No. of Schools	No. of Students (Estimate)
Visual Impairment	2	143	2	126	2	130
Hearing Impairment	2	136	2	145	2	160
Mild Intellectual Disability	17*	3 072	17*	3 116	17*	3 190
Moderate Intellectual Disability	21*	1 697	21*	1 756	21*	1 870
Severe Intellectual Disability	10	749	10	746	10	780
Physical Disability	7	877	7	932	7	990
Total	52	6 674	52	6 821	52	7 120

* Including 7 schools for children with mild intellectual disability or moderate intellectual disability

Curriculum planning of Moral and National Education

For estimate purposes, based on the past experience in implementing new curriculum guides of core subjects, we have made a provision of approximately \$500 million for 2012-13 for the implementation of the curriculum for public sector schools covering special schools. The implementation of the curriculum will be supported by a series of focused and structured professional development programmes, production of learning and teaching resources and other related support targeted at the school and /or teacher levels.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB081

Question Serial No.

1253

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) Please give a breakdown of the numbers of students studying in special schools as well as those in mainstream primary and secondary schools by types of disabilities, and compare the unit cost and class size of each type of school places in the 2009/10, 2010/11 and 2011/12 school years. Among all students with special educational needs (SEN), what is the percentage of those attending mainstream schools?
- (b) Please elaborate on the types of additional support and services provided by the Education Bureau (EDB) for integrated education, the amounts of funding involved and the effectiveness in the 2009/10, 2010/11 and 2011/12 school years;
- (c) Please provide details of the professional support and resources to be provided by the Administration for public sector primary and secondary schools admitting students with SEN in the 2012/13 school year;
- (d) Please give a breakdown of the numbers of primary and secondary schools admitting students with SEN in the territory according to the number of types of SEN (1-2 types, 3-4 types and 5 types or above) of these students, as well as the amounts of additional funding committed in the 2009/10, 2010/11 and 2011/12 school years;
- (e) Does the EDB have any plan to carry out a new round of review to assess if the current policy can effectively cater for students with SEN studying in mainstream schools, and to provide effective support and resources for schools and teachers, including allowing schools to focus on admitting no more than 1 to 2 types of students with SEN, allowing schools to focus on teacher training and increase manpower and funding, etc. What are the details?

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The number of students by types of disabilities studying in special schools, mainstream primary and secondary schools, the unit cost and the standard class size of each type of school places in the 2009/10, 2010/11 and 2011/12 school years are set out in Part I and Part II of Appendix I respectively. As at September 2011, our record shows that about 80% of the students with various types of special educational needs (SEN) are studying in mainstream schools.

- (b) & (c) Under the Disability Discrimination Ordinance (DDO), all schools have the legal obligation to provide equal opportunities to education for all students regardless of their disabilities. Hence, all mainstream schools are required to implement integrated education (IE). Schools should provide appropriate support to meet the learning needs of the students with SEN. The Education Bureau (EDB) has been providing additional resources, professional support and teacher training to help the schools cater for their students with SEN. Details of these support and services and the amounts of funding involved in the 2009/10, 2010/11, 2011/12 and 2012/13 school years are set out in Appendix II. According to our observation through regular school visits and information collected through the schools' annual self-evaluation report on the implementation of the Whole School Approach to catering for students with SEN, schools in general have put in place a mechanism to plan, implement and evaluate support services for students with SEN. For example, some schools have set up a Student Support Team to promote inclusive culture, plan appropriate programmes to enhance the learning outcome of the students, flexibly pool and deploy resources, monitor their use, and review the quality of the support measures. As revealed in schools' self-evaluation, students with SEN have shown improvements in their social adjustment, learning performances and learning attitudes. Home-school cooperation has also been strengthened.
- (d) A breakdown of the numbers of primary and secondary schools admitting students with SEN in the territory according to the number of types of students is in Appendix III. For the resources provided for schools to cater for students with SEN, please refer to Appendix II.
- (e) The EDB has been reviewing the implementation of IE on an on-going basis and introduced improvement measures where appropriate. The EDB set up a Task Force on IE in Mainstream Schools in 2005 to discuss, through regular meetings with representatives of the school sector, other government departments, non-governmental organisations and parent groups, improvement measures that are practicable and relevant to the development of IE. In recent years, the EDB has launched a number of improvement measures for IE, including the enhanced provision of Learning Support Grant for public sector primary and secondary schools, formulation of a Teacher Professional Development Framework, progressive extension of school-based educational psychology service, regularisation of trial measures that are proven to be effective, such as the Enhanced Speech Therapy Grant and the resource schools and special schools cum resource centres, etc. Confining the intake of students to one to two type(s) of SEN in a school would go against the fundamental spirit of the DDO on equal opportunities for the students with SEN. In practice, it is difficult to set such a limit of SEN intake per school since (i) the intensity of the support required varies with different types of disability and between individuals; (ii) there are students with multiple disabilities; (iii) the incidence rates of some types of SEN are far higher than the others; and (iv) there are the risks of schools rejecting the more difficult cases, which are usually students with autism spectrum disorders or attention deficit and hyperactivity disorder. We will continue to enhance the schools' and teachers' capacity in catering for students with different types of SEN through structured training and provision of professional support for schools.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

Part I : Special schools

1. Number of students by major types of disabilities

Type of Disability	2009/10 School Year	2010/11 School Year	2011/12 School Year
Visual Impairment	149	143	126
Hearing Impairment	153	136	145
Mild Intellectual Disability	2 923	3 072	3 116
Moderate Intellectual Disability	1 610	1 697	1 756
Severe Intellectual Disability	762	749	746
Physical Disability	845	877	932
Total	6 442	6 674	6 821

2. Standard class size and average unit cost per school place

School Type	Class Size	2009/10 School Year	2010/11 School Year	2011/12 School Year (Estimate)
Visual Impairment*	10/15	\$173,500	\$174,500	197,500
Hearing Impairment	10	\$205,000	\$207,000	221,000
Mild Intellectual Disability#	15	\$107,500	\$110,000	122,500
Moderate Intellectual Disability	10	\$169,500	\$185,000	198,500
Severe Intellectual Disability	8	\$239,000	\$242,500	263,000
Physical Disability	10	\$216,000	\$218,000	230,000

* There are two schools for children with visual impairment. The one for children with visual impairment cum intellectual disability has a class size of 10 students per class. The other one for children with visual impairment has a class size of 15 students per class.

The class size of schools for children with mild intellectual disability has been reduced from 20 to 15 students per class starting from Primary 1 and Secondary 1 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.

Part II : Mainstream schools

1. Number of students by major types of disabilities

Primary schools

Type of Disability	2009/10 School Year	2010/11 School Year	2011/12 School Year
Specific Learning Disabilities	7 910	8 550	8 430
Intellectual Disability	760	770	780
Autism Spectrum Disorders	1 480	1 980	2 320
Attention Deficit/Hyperactivity Disorder	1 490	2 000	1 950
Physical Disability	170	210	140
Visual Impairment	50	50	40
Hearing Impairment	340	330	310
Speech and Language Impairment	1 520	1 480	1 970
Total	13 720	15 370	15 940

Secondary schools

Type of Disability	2009/10 School Year	2010/11 School Year	2011/12 School Year
Specific Learning Disabilities	5 050	6 430	7 850
Intellectual Disability	710	810	940
Autism Spectrum Disorders	570	780	1 050
Attention Deficit/Hyperactivity Disorder	740	1 250	1 790
Physical Disability	190	230	250
Visual Impairment	90	90	110
Hearing Impairment	470	450	490
Speech and Language Impairment	180	230	210
Total	8 000	10 270	12 690

2. Standard class size

	2009/10 School Year	2010/11 School Year	2011/12 School Year
Primary School	25/30 [^]	25/30 [^]	25/30 [^]
Secondary School	36 ^{^^}	34 ^{^^}	34 ^{^^}

[^] *Small Class Teaching (SCT) has been implemented in primary schools progressively starting from P.1 from the 2009/10 school year. Schools implementing SCT have been allocated 25 students per class under the Primary One Admission System while other schools have been allocated 30 students per class. The figures shown are the standard class size of P.1 of the respective school year. An enrolment cap at 10% above the standard P.1 class size is set at 27 students for primary schools with 25 students and 33 for those with a class size of 30.*

^{^^} *Starting from the 2009/10 school year, the number of students allocated to each S1 class under Secondary School Places Allocation System was reduced from 38 to 36. The number was further reduced to 34 in the 2010/11 and 2011/12 school years. An enrolment cap is set at a maximum of 2 additional places above the number of students allocated to each S1 class.*

3. Average unit cost per school place

	2009-10 Financial Year	2010-11 Financial Year	2011-12 Financial Year (Revised Estimate)
Primary School	\$32,396	\$35,706	\$39,580
Secondary School	\$41,073	\$42,717	\$45,400

Additional support and services provided for integrated education in the 2009/10, 2010/11, 2011/12 and 2012/13 school years

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2009/10 school year (\$ million)	2010/11 school year (\$ million)	2011/12 school year (revised estimate) (\$ million)	2012/13 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.	185.5	172.8	177.1	170.8
	Learning Support Grant (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.	131.8	138.2	148.9	162.1

	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.	12.2	10.6	10.8	10.8
	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.	0.6	1.1	1.2	1.2
	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	0.9	1.2	1.2

	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	13.7	18.7	28.0	31.1
	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.	39.1	41.6	45.6	53.2
	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.	2.8	4.7	7.3	8.8
(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	6.7	6.4	6.4

	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.	0.5	0.8	0.8	0.8
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	330.5	322.7	327.6	310.0
	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.	0.6	0.6	0.8	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.	0.0	0.5	0.9	0.9

	Learning Support Grant	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	74.7	97.5	117.0	154.2
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	2.2	8.4	13.5	20.6
(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.	8.2	8.6	10.7	10.7
	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.	4.5	4.2	2.8	3.0

	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.	6.1	5.1	4.8	4.8
(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.	55.5	56.4	68.5	64.5
(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	0.6	0.6
Total:			878.2	900.4	974.5	1,016.5

**Numbers of primary and secondary schools admitting students with SEN
in the territory according to the number of types of SEN**

School Year	School Level	Numbers of Schools		
		1-2 type(s)	3-4 types	5 types or more
2009/10	Primary School	24	152	297
	Secondary School	81	134	175
2010/11	Primary School	18	119	325
	Secondary School	60	148	178
2011/12	Primary School	7	116	334
	Secondary School	45	142	202

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

EDB082

Question Serial No.

1254

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 numbers of non-Chinese speaking (NCS) students by grade and the student unit cost in kindergartens, primary schools, secondary schools and tertiary institutions in the 2009/10, 2010/11 and 2011/12 school years in Hong Kong.
- (b) Please provide the number and names of schools designated for intensive support by the Education Bureau to cater for the needs of NCS students, the number of these students by grade, the amount of provision received, the student unit cost and their percentage share in the total number of NCS students in Hong Kong in the 2009/10, 2010/11 and 2011/12 school years.
- (c) Please provide the number of NCS students by grade and the student unit cost in non-designated schools, as well as their percentage share in the total number of NCS students in Hong Kong in the 2009/10, 2010/11 and 2011/12 school years.
- (d) Please provide details of measures by and funding from the Education Bureau for education support to NCS students in the 2009/10, 2010/11 and 2011/12 school years.
- (e) Please compare the various types of education support and relevant funding to be provided by the Administration for NCS students between designated schools and non-designated schools in the 2012/13 school year.
- (f) Will the Administration review the effectiveness of education for NCS students? Will it consider to further increase the number of designated schools and to provide additional resources for non-designated schools with NCS students to help these students to learn Chinese more effectively, and what are the details?

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by level and by grade in the 2009/10, 2010/11 and 2011/12 school years is tabulated at Annex A.
- (b) The number of designated schools for NCS students in the 2009/10, 2010/11 and 2011/12 school years is 26, 28 and 30 respectively. The percentage share of NCS students in these schools among all NCS students in public sector and Direct Subsidy Scheme (DSS) schools excluding special schools in Hong Kong in the 2009/10, 2010/11 and 2011/12 school years is 64.1%, 61.7% and 59.4% respectively. The name of these schools, the number of NCS students by grade and the amount of provision in terms of the annual grant received by the schools in the 2009/10, 2010/11 and 2011/12 school years are at Annex B.

- (c) According to the information collected through the Student Enrolment Survey, the number of NCS students by grade in non-designated schools in the 2009/10, 2010/11 and 2011/12 school years is tabulated at Annex C. The percentage share of NCS students in these schools among all NCS students in public sector and DSS schools excluding special schools in Hong Kong in the 2009/10, 2010/11 and 2011/12 school years is 35.9%, 38.3% and 40.6% respectively.
- (d) The educational support measures for NCS students and the expenditures in the 2009/10, 2010/11 and 2011/12 school years are tabulated at Annex D.
- (e) While designated schools are provided with an annual grant ranging from \$300,000 to \$600,000 per school to develop school-based measures with a view to accumulating teaching experiences for dissemination to other schools which have admitted NCS students, non-designated schools participating in the pilot project of After-school Extended Chinese Learning are provided with an annual funding in the range of \$50,000 to \$300,000 per school to strengthen their after-school support for participating NCS students including those not studying in the same schools. The total amount of funding for individual schools may vary depending on the number of NCS students admitted in designated schools and enrolled in the pilot project for non-designated schools. Other than those measures mentioned above, support measures as detailed at Annex D are applicable to all schools admitting NCS students.
- (f) The Government is committed to facilitating NCS students to adapt to the local education system and early integration into the community. Support measures put in place since the 2006/07 school year have been refined taking into consideration the feedback from stakeholders especially schools which have experience in facilitating NCS students' adaptation to the local curriculum.

For planning purpose, we have earmarked an estimated provision of \$18.6 million for designated schools in the 2012/13 school year assuming that the number of designated schools will be increased to 33 by the 2012/13 school year. In tandem, we have undertaken to examine the support for NCS students, the approaches to which have included, among others, stepping up the promotion of an early start for NCS students to learn the Chinese language for better adaptation to local primary schools, expansion of the school network for supporting NCS students and strengthening school-based professional support to schools so that more schools, in addition to the existing designated schools, would be involved in gearing up for the implementation of the Supplementary Guide to the Chinese Language Curriculum for NCS Students and catering for the diverse aspirations in academic study and career pursuit of NCS students.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**Number of non-Chinese speaking students
by level and by grade in the 2009/10, 2010/11 and 2011/12 school years**

Level	Grade	2009/10 school year	2010/11 school year	2011/12 school year
Pre-primary (K1 to K3)	K1	3 465	3 963	4 110
	K2	3 671	4 215	4 410
	K3	2 877	3 014	3 050
	K1-K3	10 013	11 192	11 570
Primary (Primary 1 – 6)	P1	1 116	1 229	1 291
	P2	1 066	1 252	1 310
	P3	1 052	1 259	1 297
	P4	1 163	1 173	1 321
	P5	1 066	1 254	1 222
	P6	1 017	1 070	1 262
	P1-P6	6 480	7 237	7 703
Secondary (Secondary 1 – 7)	S1	1 099	1 304	1 373
	S2	976	1 145	1 339
	S3	802	995	1 114
	S4	692	815	999
	S5	519	645	734
	S6	179	189	648
	S7	139	143	166
	S1-S7	4 406	5 236	6 373

Notes:

- Figures refer to the position as at September of the respective school years.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
- Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
- Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and undergraduate 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.
- 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.

**Name of designated schools,
number of non-Chinese speaking students by grade, and
amount of annual grant received
in the 2009/10, 2010/11 and 2011/12 school years**

No.	Name of designated school	School year	Number of NCS students							Amount of annual grant (\$)
			P1	P2	P3	P4	P5	P6	Total	
Primary schools										
1	CNEC Ta Tung School	2009/10	9	5	12	9	19	11	65	500,000
		2010/11	8	9	4	14	9	17	61	500,000
		2011/12	17	9	12	5	15	9	67	500,000
2	Islamic Primary School	2009/10	51	53	61	67	72	109	413	600,000
		2010/11	24	54	62	65	70	70	345	600,000
		2011/12	49	24	53	61	66	65	318	600,000
3	Tsing Yi Trade Association Primary School	2009/10	11	11	7	6	2	5	42	400,000
		2010/11	12	11	10	7	6	2	48	400,000
		2011/12	18	15	15	14	11	9	82	500,000
4	Yuen Long Long Ping Estate Tung Koon Primary School	2009/10	48	38	31	27	23	2	169	600,000
		2010/11	68	44	37	31	26	26	232	600,000
		2011/12	52	66	48	37	29	27	259	600,000
5	Sir Ellis Kadoorie (Sookunpo) Primary School	2009/10	50	70	59	86	117	151	533	600,000
		2010/11	40	61	74	59	91	118	443	600,000
		2011/12	30	45	68	77	58	88	366	600,000
6	Jordan Road Government Primary School	2009/10	16	17	6	18	19	17	93	600,000
		2010/11	20	26	27	8	37	22	140	600,000
		2011/12	39	23	24	28	15	47	176	600,000
7	Li Cheng Uk Government Primary School	2009/10	107	61	77	119	119	128	611	600,000
		2010/11	89	117	113	122	153	122	716	600,000
		2011/12	71	105	116	118	128	156	694	600,000
8	Chiu Sheung School, Hong Kong	2009/10	43	41	29	19	1	3	136	600,000
		2010/11	45	44	40	28	19	1	177	600,000
		2011/12	48	48	43	41	31	18	229	600,000
9	Li Sing Tai Hang School	2009/10	44	29	55	58	57	36	279	600,000
		2010/11	42	48	49	54	58	56	307	600,000
		2011/12	45	43	49	51	59	52	299	600,000
10	Man Kiu Association Primary School	2009/10	50	48	65	61	74	57	355	600,000
		2010/11	47	54	54	68	55	70	348	600,000
		2011/12	32	51	52	60	64	49	308	600,000

11	Pat Heung Central Primary School	2009/10	13	20	21	29	32	34	149	600,000
		2010/11	21	14	29	32	37	30	163	600,000
		2011/12	17	25	21	34	35	38	170	600,000
12	Po Kok Primary School	2009/10	47	35	27	30	23	0	162	600,000
		2010/11	46	49	36	29	28	18	206	600,000
		2011/12	51	44	46	33	27	26	227	600,000
13	Hong Kong Taoist Association Wun Tsuen School	2009/10	62	81	67	83	103	98	494	600,000
		2010/11	86	77	100	88	96	133	580	600,000
		2011/12	89	89	90	108	108	110	594	600,000
14	Yaumati Kaifong Association School	2009/10	72	68	70	71	72	66	419	600,000
		2010/11	63	66	68	67	73	71	408	600,000
		2011/12	66	69	70	67	67	71	410	600,000
15	Islamic Dharwood Pau Memorial Primary School	2009/10	42	66	37	33	22	20	220	600,000
		2010/11	48	45	71	38	34	20	256	600,000
		2011/12	47	47	42	70	38	33	277	600,000
16	Po On Commercial Association Wan Ho Kan Primary School	2009/10	3	6	10	9	2	3	33	400,000
		2010/11	7	6	7	12	11	2	45	400,000
		2011/12	9	12	9	10	16	13	69	500,000
17	Bui O Public School	2009/10	11	8	10	15	15	16	75	500,000
		2010/11	19	11	14	14	16	17	91	600,000
		2011/12	15	18	12	14	16	18	93	600,000
18	Northern Lamma School	2009/10	-	-	-	-	-	-	-	-
		2010/11	12	8	6	10	5	4	45	400,000
		2011/12	6	13	7	5	9	6	46	400,000
19	Sai Kung Central Lee Siu Yam Memorial School	2009/10	-	-	-	-	-	-	-	-
		2010/11	15	16	8	6	1	4	50	400,000
		2011/12	18	18	15	9	5	1	66	500,000
20	Mui Wo School	2009/10	-	-	-	-	-	-	-	-
		2010/11	-	-	-	-	-	-	-	-
		2011/12	6	7	9	17	6	5	50	400,000

No.	Name of designated school	School year	Number of NCS students								Amount of annual grant (\$)
			S1	S2	S3	S4	S5	S6	S7	Total	
Secondary schools											
1	Delia Memorial School (Broadway)	2009/10	171	173	166	138	124	23	21	816	600,000
		2010/11	170	166	161	145	109	26	19	796	600,000
		2011/12	177	153	165	146	116	98	27	882	600,000
2	Delia Memorial School (Hip Wo)	2009/10	174	137	113	106	100	6	8	644	600,000
		2010/11	158	178	145	106	101	8	6	702	600,000
		2011/12	161	156	162	136	88	92	7	802	600,000

3	Pak Kau College	2009/10	4	4	2	45	15	0	0	70	500,000
		2010/11	9	5	8	2	39	0	0	63	500,000
		2011/12	4	9	6	6	2	29	0	56	400,000
4	Caritas Tuen Mun Marden Foundation Secondary School	2009/10	69	66	34	1	0	0	0	170	600,000
		2010/11	79	68	63	44	0	0	0	254	600,000
		2011/12	42	72	60	75	46	0	0	295	600,000
5	Islamic Kasim Tuet Memorial College	2009/10	88	76	69	66	60	1	0	360	600,000
		2010/11	80	95	78	62	46	2	1	364	600,000
		2011/12	80	80	87	75	58	42	2	424	600,000
6	Sir Ellis Kadoorie Secondary School (West Kowloon)	2009/10	124	125	85	75	60	0	0	469	600,000
		2010/11	144	115	119	75	59	0	0	512	600,000
		2011/12	122	136	107	109	74	52	0	600	600,000
7	St Margaret's Girls' College, Hong Kong	2009/10	55	43	31	18	7	2	0	156	600,000
		2010/11	58	53	43	35	13	0	2	204	600,000
		2011/12	67	67	55	40	28	13	0	270	600,000
8	Bethel High School	2009/10	1	14	0	0	0	0	0	15	300,000
		2010/11	32	12	28	0	0	0	0	72	500,000
		2011/12	16	35	15	32	0	0	0	98	600,000
9	Buddhist Fat Ho Memorial College	2009/10	10	13	3	2	0	0	0	28	400,000
		2010/11	20	16	17	11	1	0	0	65	500,000
		2011/12	19	22	19	20	11	2	0	93	600,000
10	Salesians of Don Bosco Ng Siu Mui Secondary School	2009/10	-	-	-	-	-	-	-	-	-
		2010/11	-	-	-	-	-	-	-	-	-
		2011/12	10	26	4	1	1	1	0	43	400,000

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover 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 annual grant payable to the schools depends on the number of NCS students of the schools during the headcount.

**Number of non-Chinese speaking students by grade in non-designated schools
in the 2009/10, 2010/11 and 2011/12 school years**

Grade	2009/10 school year	2010/11 school year	2011/12 school year
P1	437	517	566
P2	409	492	539
P3	408	450	496
P4	423	421	462
P5	294	429	419
P6	261	267	421
P1-P6	2 232	2 576	2 903
S1	403	554	675
S2	325	437	583
S3	299	333	434
S4	241	335	359
S5	153	277	310
S6	147	153	319
S7	110	115	130
S1-S7	1 678	2 204	2 810

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover 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.

**Educational support measures for non-Chinese speaking (NCS) students
in the 2009/10, 2010/11 and 2011/12 school years**

Support measures	Actual expenditure in the 2009/10 school year \$ million	Actual expenditure in the 2010/11 school year \$ million	Estimated expenditure in the 2011/12 school year \$ million
Focused support to designated schools serving NCS students	*	*	*
Provision of grant to designated schools to put in place school-based support measures to further help their NCS students in learning and integration	14.4	15.6	16.8
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	<p align="center">*</p> <p>An additional sum of about \$4.5 million to continue with the relevant study started in the 2006/07 school year and for development of teaching reference materials and assessment tools</p>	<p align="center">*</p> <p>An additional sum of about \$1.6 million to continue with the development of teaching reference materials and assessment tools</p>	<p align="center">*</p> <p>An additional sum of about \$2.5 million to continue with the development of teaching reference materials and assessment tools</p>
Training programmes for Chinese Language teachers in primary schools with NCS students	0.26	The programmes are subsumed in the overall professional development programme of Education Bureau (EDB) and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of EDB and a breakdown of expenditure by item is not available.
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	2.3	2.8	3.0

Implementation of the project of After-school Extended Chinese Learning, a three-year pilot project rolled out in the 2010/11 school year to provide funding to non-designated schools to put in place diversified extended Chinese learning programmes	-	9.0	13.0
Summer Bridging Programmes for NCS students in primary schools	#	1.4	1.4
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination, starting from 2010, to the effect that the fee level of GCSE (Chinese) Examination payable by the subsidised school candidates 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	0.26	0.28

Notes:

- * These measures are provided by different sections of 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 owing to suspension of classes in primary schools due to Human Swine Influenza.

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

Reply Serial No.

EDB083

Question Serial No.

0202

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

What were the total expenditures on education for the past three years respectively? Please provide in tabular form a breakdown of the provisions for pre-primary, primary, secondary and tertiary education for the past three years and the estimated provision for each of the above for the coming year. What are their percentages to the Gross Domestic Product (GDP) of Hong Kong in the respective years and the year-on-year percentage changes of the provisions?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

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

The total expenditure on education for 2009-10 to 2011-12 is as follows:

Financial year	\$ million
2009-10 Actual	58,240
2010-11 Actual	60,719
2011-12 Revised Estimate	68,274

The total expenditure on education as a percentage of GDP in respective years are 3.5% (2009-10), 3.4% (2010-11) and 3.6% (2011-12). For 2012-13 Estimate, the percentage share of GDP is 4.0%.

For year-on-year comparison, 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 account expenditure under General Revenue Account only. The information required (rounded to the nearest \$5 million) is as follows:

	2009-10 Actual		2010-11 Actual			2011-12 Revised Estimate			2012-13 Estimate		
	Amount	% of GDP	Amount	% Increase over 2009-10	% of GDP	Amount	% Increase over 2010-11	% of GDP	Amount	% Increase over 2011-12 Revised Estimate	% of GDP
	\$ million	%	\$ million	%	%	\$ million	%	%	\$ million	%	%
Pre-primary	2,225	0.13%	2,430	9.2%	0.14%	2,685	10.5% ¹	0.14%	3,020	12.5% ¹	0.15%
Primary	11,255	0.68%	11,455	1.8%	0.64%	12,130	5.9%	0.64%	12,875	6.1%	0.66%
Secondary	20,050	1.21%	20,575	2.6%	1.16%	22,425	9.0%	1.19%	22,785	1.6%	1.16%
Tertiary Education ²	13,275	0.80%	14,025	5.6%	0.79%	16,680	18.9% ³	0.88%	24,165	44.9% ⁴	1.23%
GDP (\$million) ⁵	1,655,807		1,779,276			1,890,939			1,957,100		

Notes:

- 1 The increase is mainly due to the increase in the number of students joining the Pre-primary Education Voucher Scheme and increased provision for the Kindergarten and Child Care Centre Fee Remission Scheme.
- 2 Expenditure on tertiary education covers provision for post-secondary education (excluding vocational education and Project Yi Jin) and related student financial assistance schemes administered by Student Financial Assistance Agency.
- 3 The increase is mainly due to the set-up of the \$2.5 billion Self-financing Post-secondary Education Fund.
- 4 The increase is mainly due to the one-off injections into the Research Endowment Fund (\$5 billion), the HKSAR Government Scholarship Fund (\$1 billion) and the Self-financing Post-secondary Education Fund (\$1 billion), and the launch of the 6th matching grant scheme for post-secondary institutions (\$1.5 billion in 2012-13 out of the total commitment of \$2.5 billion).
- 5 The figures for 2009-10 and 2010-11 are financial-year-based while the figures for 2011-12 and 2012-13 are calendar-year-based. They are subject to further revision by Census & Statistics Department.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB084**

Question Serial No.

0203

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2009/10, 2010/11 and 2011/12 school years, what are the respective numbers of kindergartens with half-day and whole-day classes? Among the students participating in the PEVS 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, TommyReply :

Among the non-profit-making (NPM) kindergartens (KGs) participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2009/10, 2010/11 and 2011/12 school years (sy), the numbers of KGs with half-day and whole-day KG classes are as follows:

Numbers of NPM KGs participating in PEVS	2009/10 sy	2010/11 sy	2011/12 sy
with half-day classes only	156	149	140
with both half-day and whole-day classes	380	381	387
with whole-day classes only	226	227	224

The numbers of students under the PEVS attending half-day and whole-day KG classes in NPM KGs participating in the PEVS in the 2009/10, 2010/11 and 2011/12 sy are as follows:

Numbers of students under PEVS attending classes in NPM KGs participating in PEVS	2009/10 sy (Note 1)	2010/11 sy (Note 1)	2011/12 sy (Note 2)
attending half-day classes	83 790	86 800	90 318
attending whole-day classes	33 770	36 100	38 833

Note 1: Position as at end of the respective 2009/10 and 2010/11 sy.

Note 2: Provisional figures as at mid-September 2011. The figures refer to the total number of enrolment in these KGs, including students not under the PEVS. The actual number of students under the PEVS in the 2011/12 sy would be available at the end of the sy.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB085

Question Serial No.

0204

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 were the ratios of kindergarten teachers holding Certificate in Early Childhood Education or above in private independent kindergartens in the past three school years respectively? What were the wastage rates of kindergarten teachers holding Certificate in Early Childhood Education or above in these kindergartens in the same period?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The percentages of kindergarten teachers holding Certificate in Early Childhood Education or above in private independent kindergartens in the past three school years (i.e. 2009/10, 2010/11 and 2011/12 school years) were 42.7%, 53.6% and 61.5% respectively. The wastage rates of kindergarten teachers holding Certificate in Early Childhood Education or above in these kindergartens in the same period were 9.5%, 7.7% and 7.2% 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 2011/12 school year are provisional.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB086

Question Serial No.

0205

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 were the number of private independent kindergartens not joining the Pre-primary Education Voucher Scheme in the 2009/10, 2010/11 and 2011/12 school years respectively and their percentage share in the total number of kindergartens in Hong Kong? What were the numbers of students and teachers in these kindergartens and their percentage share in the total numbers of kindergarten students and teachers during those school years?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The respective number of local private independent (PI) kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS) in the 2009/10, 2010/11 and 2011/12 school years (sy) and their percentage share (%) in the total number of KGs in Hong Kong and the numbers of students and teachers in these KGs and their % in the total numbers of KG students and teachers during those sy are as follows:

Local PI KGs Not Joining PEVS	2009/10 sy	2010/11 sy	2011/12 sy
Number and % (in brackets) of KGs	60 (6.3%)	96* (10.1%)	93 (9.8%)
Number and % (in brackets) of students	11 438 (8.1%)	16 348 (11.0%)	18 131 (11.5%)
Number and % (in brackets) of teachers	807 (8.0%)	1 145 (11.0%)	1 261 (11.4%)

* When the PEVS was introduced in the 2007/08 sy, a transitional period of three years until the end of the 2009/10 sy was provided for PI KGs to join the PEVS. The number in the 2010/11 sy includes 34 PI KGs which ceased to be eligible for the PEVS upon the completion of the transitional arrangement.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB087**

Question Serial No.

0206Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (7) Policy and SupportControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

What were the ratios of local to non-local students in sub-degree, degree and postgraduate programmes in the past three academic years (i.e. 2009/10 to 2011/12) and what are the expected ratios in the 2012/13 academic year? Regarding the non-local students, what are the respective percentages of students from the Mainland and rest of Asia?

Asked by: Hon. CHEUNG Yu-yan, TommyReply:

The ratio of local and non-local students in the sub-degree (SD), undergraduate degree (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes in the University Grants Committee (UGC)-funded institutions, the Hong Kong Academy for Performing Arts, Vocational Training Council and self-financing institutions in the 2009/10, 2010/11 and 2011/12 academic years are as follows –

Local/non-local student ratio	2009/10		2010/11		2011/12 [#]	
	Local	Non-local	Local	Non-local	Local	Non-local
<i>UGC-funded programmes</i>						
SD programmes	99.9%	0.1%	99.9%	0.1%	100.0%	0%
Ug programmes	90.8%	9.2%	90.3%	9.7%	89.9%	10.1%
TPg programmes	98.5%	1.5%	98.2%	1.8%	97.6%	2.4%
RPg programmes*	35.4%	64.6%	31.8%	68.2%	27.5%	72.5%
<i>Non-UGC-funded programmes</i>						
SD programmes	99.2%	0.8%	99.3%	0.7%	99.2%	0.8%
Ug programmes	96.9%	3.1%	96.9%	3.1%	96.9%	3.1%
Postgraduate (Pg) programmes	65.3%	34.7%	63.2%	36.8%	61.8%	38.2%

Notes

[#] Provisional figures.

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

The respective percentages of students from the Mainland and other Asian countries/places among all non-local students in UGC-funded institutions, the Hong Kong Academy for Performing Arts, Vocational Training Council and self-financing institutions in the 2009/10, 2010/11 and 2011/12 academic years are as follows –

Level of study	Place of origin [@]	2009/10	2010/11	2011/12 [#]
<i>UGC-funded programmes</i>				
SD programmes	The Mainland of China	33.3%	40.0%	0.0%
	Other Asian countries/places [^]	33.3%	20.0%	50.0%
Ug programmes	The Mainland of China	87.9%	82.9%	77.5%
	Other Asian countries/places	8.4%	12.9%	17.9%
TPg programmes	The Mainland of China	66.0%	66.2%	63.2%
	Other Asian countries/places	22.6%	18.5%	19.5%
RPg programmes*	The Mainland of China	93.8%	91.7%	90.2%
	Other Asian countries/places	3.6%	4.9%	5.9%
<i>Non-UGC-funded programmes</i>				
SD programmes	The Mainland of China	96.0%	94.9%	92.8%
	Other Asian countries/places [^]	1.3%	2.3%	2.9%
Ug programmes	The Mainland of China	93.6%	93.9%	93.4%
	Other Asian countries/places	3.1%	2.2%	3.9%
Pg programmes	The Mainland of China	72.7%	73.8%	78.7%
	Other Asian countries/places	24.2%	11.9%	17.0%

Notes

[@] Place of origin refers to the nationality of non-local students.

[#] Provisional figures.

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

[^] Other Asian countries/places include Korea, Malaysia, Taiwan, India, Macau, etc. Figures do not add up to 100% as they do not include non-local students from non-Asian countries/places.

As the student recruitment process for the 2012/13 academic year is underway, we are unable to provide the number and ratio of the local and non-local students to be enrolled in the programmes concerned for the 2012/13 academic year.

Signature _____

Name in block letters _____ Mrs Cherry Tse

Post Title _____ Permanent Secretary for Education

Date _____ 27 February 2012

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

Reply Serial No.

EDB088

Question Serial No.

0207

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:

What were the provisions for the Native-speaking English Teacher (NET) Schemes in each of the past three school years (i.e. 2009/10-2011/12)? What were the numbers of primary NETs and secondary NETs under the schemes in those school years? What are the estimated numbers of primary NETs and secondary NETs under the schemes in the 2012/13 school year? And what were the numbers of NETs who did not renew their contracts in the past two school years (i.e. 2009/10-2010/11)?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

- (a) The financial provisions and numbers of teachers employed under the NET Schemes in primary and secondary schools in the past three school years (i.e. 2009/10-2011/12) are as follows:

School Year	Primary School		Secondary School	
	Provisions (\$ million)	No. of NETs	Provisions (\$ million)	No. of NETs
2009/10	\$312.3	484	\$304.6	414
2010/11	\$299.0	477	\$345.5	409
2011/12	\$294.7	457	\$351.6	415

- (b) The estimated numbers of primary NETs and secondary NETs under the Schemes in the 2012/13 school year would be more or less the same as those of the 2011/12 school year.

- (c) The numbers of NETs who did not renew their contracts in the past two school years (i.e. 2009/10, and 2010/11) are as follows:

School Year	Primary school	Secondary School
2009/10	56	64
2010/11	63	54

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB089**

Question Serial No.

1973

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

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

What were the accumulated surpluses from aided secondary and primary schools respectively in each of the past 3 years (i.e. 2009-10 to 2011-12)? Among these aided secondary and primary schools, what were the largest and smallest amounts of surpluses accumulated respectively? And what was the total accumulated surplus of the publicly-funded universities in each of the past 3 years?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

To provide schools with greater flexibility in the use of funding, aided primary and secondary schools are allowed to retain surplus balance up to twelve months' provision of their recurrent subvention - Operating Expenses Block Grant (OEBG) for non-Incorporated Management Committee schools) or Expanded Operating Expenses Block Grant (EOEBG) for Incorporated Management Committee schools. The OEBG/EOEBG cumulative surpluses at the end of 2009/10 school year are tabulated below. Information for 2010/11 and 2011/12 school years are not yet available.

OEBG/EOEBG cumulative surplus at the end of 2009/10 school year	Aided Primary	Aided Secondary
Largest surplus	\$4.6 million (around 9.7 months' expenditure of the school concerned)	\$6.8 million (around 9.9 months' expenditure of the school concerned)
Surplus in terms of number of months' expenditure - highest	14.5 months ^{Note} (equivalent to 12 months' provision of the school concerned)	14.1 months ^{Note} (equivalent to 12 months' provision of the school concerned)
Smallest surplus	\$0	\$0
Median surplus	\$1.2 million	\$2.7 million
Median surplus in terms of number of months' expenditure	4.8 months	5.9 months

Note : The respective school's actual annual expenditure is less than its provision of recurrent subvention for the year.

The University Grants Committee (UGC)-funded reserves of the eight UGC-funded institutions from the 2009/10 to 2010/11 academic years are as follows. Information for 2011/12 academic year is not yet available.

Academic year	2010/11	2009/10
UGC-funded Reserves	\$8,845 million	\$7,965 million

Note: UGC-funded reserves consist of the General and Development Reserve Fund (GDRF) and matching grants to the institutions.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB090

Question Serial No.

1974

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 the operating scale of kindergartens joining the Pre-primary Education Voucher Scheme, what are the highest numbers and the lowest numbers of enrolment in these kindergartens in the past three years (i.e from the 2009/10 to 2011/12 school years) respectively? Also, what is the median number of students in each year of the same period?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The respective highest numbers and the lowest numbers of enrolment as well as the median numbers of students in kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS) in the 2009/10, 2010/11 and 2011/12 school years (sy) are as follows:

KGs Joining PEVS	2009/10 sy	2010/11 sy	2011/12 sy
The highest number of enrolment	1 285	1 370	1 434
The lowest number of enrolment	1	7	17
The median number of enrolment	107	116	124

Note:

1. Figures refer to the position as at September of the respective school years.
2. Figures cover nursery, lower and upper KG classes in these KGs.
3. Figures refer to the total number of enrolment in these KGs, including students not under the PEVS.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB091

Question Serial No.

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

1633

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please provide the respective information in the table below by 18 districts for the 3 school years from 2009/10 to 2011/12:

Category of school attended	No. of local students	No. of newly-arrived children from the Mainland attending local schools	No. of cross-boundary children still living in the Mainland but attending schools	No. of students holding with overseas passports and Hong Kong Identity Cards	No. of students holding overseas passports but no Hong Kong Identity Cards
Government primary schools					
Aided primary schools					
English Schools Foundation Junior Schools					
Primary schools under the Direct Subsidy Scheme					
Local private primary schools					
Private International primary schools					
Government secondary schools					
Aided secondary schools					
English Schools Foundation Secondary Schools					
Secondary schools under the Direct Subsidy Scheme					
Local private secondary schools					
Private International secondary schools					

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

The requested statistics are given in the following appendices –

Appendix 1	Total number of students by school sector by district in the school years from 2009/10 to 2011/12
Appendix 2	Statistics on cross-boundary students at primary and secondary levels from 2009/10 – 2011/12 School Years
Appendix 3	Survey results on children from the Mainland <u>newly admitted</u> to primary and secondary day schools in Hong Kong (including One-way Permit holders admitted to schools in Hong Kong for the first time)

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

Number of Students in Primary Schools by District and by Sector, 2009/10 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	692	7219	547	1913	1307	11678
Wan Chai	2398	7436	0	3256	2552	15642
Eastern	2724	14178	922	682	2308	20814
Southern	978	5576	773	2032	4031	13390
Yau Tsim Mong	1337	12852	1212	0	0	15401
Sham Shui Po	2229	12664	1595	4741	449	21678
Kowloon City	3439	14796	1096	6772	2983	29086
Wong Tai Sin	518	16570	0	2429	0	19517
Kwun Tong	1423	23681	420	554	0	26078
Sai Kung	647	13376	2729	648	717	18117
Sha Tin	968	22465	1481	1377	900	27191
Tai Po	471	10742	0	0	961	12174
North	654	17282	0	0	0	17936
Yuen Long	2602	27225	842	187	82	30938
Tuen Mun	716	20628	604	36	0	21984
Tsuen Wan	1865	11986	0	52	0	13903
Kwai Tsing	0	20596	368	0	0	20964
Islands	0	6932	0	540	785	8257
All Districts	23661	266204	12589	25219	17075	344748

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2009.
 - (3) For international schools, as at September 2009, about 13% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2009, about 98% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2009, about 78% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available.

Number of Students in 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	1180	8276	0	2754	77	1865	14152
Wan Chai	3061	8799	521	2035	204	889	15509
Eastern	4108	22053	0	3501	257	2149	32068
Southern	0	11768	0	1760	770	4791	19089
Yau Tsim Mong	1832	12476	882	1603	0	0	16793
Sham Shui Po	1011	15435	1039	8790	1633	78	27986
Kowloon City	1747	29992	0	4642	1402	2829	40612
Wong Tai Sin	689	22166	0	1293	780	0	24928
Kwun Tong	2030	26018	1344	5983	324	0	35699
Sai Kung	1096	18331	0	5714	0	0	25141
Sha Tin	2040	36044	0	5002	1308	1187	45581
Tai Po	1303	17441	0	1974	206	0	20924
North	1488	17851	0	1162	336	56	20893
Yuen Long	4464	30918	0	3512	1469	0	40363
Tuen Mun	2284	33884	0	0	0	0	36168
Tsuen Wan	1169	12431	0	0	0	0	13600
Kwai Tsing	0	31721	0	0	0	0	31721
Islands	644	5823	0	1398	374	0	8239
All Districts	30146	361427	3786	51123	9140	13844	469466

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2009.
 - (3) For international schools, as at September 2009, about 10% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2009, about 99% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2009, about 79% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available.

Number of Students in Primary Schools by District and by Sector, 2010/11 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	652	6837	547	1872	1381	11289
Wan Chai	2250	7032	0	3229	2296	14807
Eastern	2557	13511	969	670	2435	20142
Southern	913	5058	813	2184	4193	13161
Yau Tsim Mong	1190	12016	1256	0	0	14462
Sham Shui Po	2137	12309	1637	4586	446	21115
Kowloon City	3311	14721	1243	6500	3164	28939
Wong Tai Sin	466	15483	0	2376	0	18325
Kwun Tong	1507	23088	479	574	0	25648
Sai Kung	545	12231	2763	649	719	16907
Sha Tin	865	21651	1625	1417	898	26456
Tai Po	382	10163	0	0	988	11533
North	644	17025	0	0	0	17669
Yuen Long	2538	25487	948	200	69	29242
Tuen Mun	684	18893	720	40	0	20337
Tsuen Wan	1807	11575	0	57	0	13439
Kwai Tsing	0	19423	480	0	0	19903
Islands	0	6390	0	538	810	7738
All Districts	22448	252893	13480	24892	17399	331112

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2010.
 - (3) For international schools, as at September 2010, about 13% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2010, about 98% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2010, about 79% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available.

Number of Students in Secondary Day Schools by District and by Sector, 2010/11 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1157	7961	0	2762	72	2026	13978
Wan Chai	2933	8350	396	1796	154	1049	14678
Eastern	3978	20800	0	3376	0	2164	30318
Southern	0	10997	0	1846	838	4896	18577
Yau Tsim Mong	1750	12037	809	1631	0	0	16227
Sham Shui Po	962	14850	1013	8313	1621	85	26844
Kowloon City	1676	28729	0	4392	1384	2841	39022
Wong Tai Sin	649	20982	0	1247	754	0	23632
Kwun Tong	1966	25155	1301	5739	146	0	34307
Sai Kung	1062	17653	0	5744	0	0	24459
Sha Tin	1935	33830	0	5127	1413	1193	43498
Tai Po	982	16022	0	1785	83	0	18872
North	1256	17308	0	1124	167	116	19971
Yuen Long	4355	29956	0	3617	1460	0	39388
Tuen Mun	2237	31717	0	0	0	0	33954
Tsuen Wan	1144	12172	0	0	0	0	13316
Kwai Tsing	0	30389	0	0	0	0	30389
Islands	617	5644	0	1483	472	91	8307
All Districts	28659	344552	3519	49982	8564	14461	449737

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2010.
 - (3) For international schools, as at September 2010, about 10% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice of the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2010, about 99% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2010, about 78% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available.

Number of Students in Primary Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	640	6624	549	1946	1393	11152
Wan Chai	2126	6746	0	3266	1997	14135
Eastern	2479	12922	1004	705	3132	20242
Southern	841	4677	818	2182	4204	12722
Yau Tsim Mong	1085	11115	1273	689	0	14162
Sham Shui Po	1933	12325	1682	4566	449	20955
Kowloon City	3157	15108	1363	6487	3339	29454
Wong Tai Sin	417	14827	0	2376	0	17620
Kwun Tong	1520	21833	508	573	0	24434
Sai Kung	524	11441	2857	18	719	15559
Sha Tin	828	21264	1687	1418	899	26096
Tai Po	363	9924	0	0	1016	11303
North	696	16993	0	0	0	17689
Yuen Long	2554	24176	1057	205	76	28068
Tuen Mun	663	18218	724	58	0	19663
Tsuen Wan	1789	11246	0	69	0	13104
Kwai Tsing	0	18577	560	0	0	19137
Islands	0	5987	0	534	865	7386
All Districts	21615	244003	14082	25092	18089	322881

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) For international schools, as at September 2011, about 13% of the primary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2011, about 97% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2011, about 83% of primary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available.

Number of Students in Secondary Day Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1140	8200	0	2874	34	2029	14277
Wan Chai	3029	8486	0	2020	49	912	14496
Eastern	4145	21471	0	3485	0	2318	31419
Southern	0	11351	0	1982	1042	5177	19552
Yau Tsim Mong	1892	12313	811	2974	144	0	18134
Sham Shui Po	959	15685	1087	7605	1100	83	26519
Kowloon City	1788	29917	0	4197	1125	2894	39921
Wong Tai Sin	639	22040	0	1331	633	0	24643
Kwun Tong	2052	26527	1387	5916	79	0	35961
Sai Kung	1135	18365	0	6163	16	0	25679
Sha Tin	2063	35066	0	5126	1556	1197	45008
Tai Po	889	16536	0	1857	0	0	19282
North	1323	18170	0	1213	153	168	21027
Yuen Long	4577	31712	0	3992	1001	0	41282
Tuen Mun	2314	32873	0	0	0	0	35187
Tsuen Wan	1186	12876	0	0	0	0	14062
Kwai Tsing	0	31880	0	0	0	0	31880
Islands	667	5842	0	1584	535	130	8758
All Districts	29798	359310	3285	52319	7467	14908	467087

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) For international schools, as at September 2011, about 12% of the secondary students are local students. Local students refer to students who are Hong Kong permanent residents (with the right of abode in Hong Kong Special Administrative Region) and, based on the advice from the schools concerned, do not have any foreign passport (except British National (Overseas) Passport). As international schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (4) For Direct Subsidy Scheme (DSS) schools, as at September 2011, about 98% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As DSS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (5) For Private Independent Schools (PIS), as at September 2011, about 80% of secondary students are Hong Kong Permanent Residents regardless of holding passports of foreign countries/places or not. As PIS schools are subject to territory-wide planning, percentage shares for district level are not provided.
 - (6) For public sector schools, figures for students by resident status are not available.

**Statistics on Cross-boundary Students at Primary and Secondary Levels
(2009/10 – 2011/12 School Years)**

Levels	2009/10	2010/11	2011/12
Primary	4 090	4 575	5 276
Secondary	1 267	1 538	1 881

Note :

As most cross-boundary students cluster in New Territories, this Bureau collects relevant data from schools in New Territories East (NTE) and New Territories West (NTW) for the purpose of transportation arrangement only. Detailed breakdowns by school sector by district are not provided.

Number of Newly Admitted Pupils[#] from the Mainland in Primary Schools by District by School Sector in the 2009/10, 2010/11 and 2011/12 School Years

District	2009/10					2010/11					2011/12				
	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total	Government	Aided	Direct Subsidy Scheme	Private	Total
Central & Western	12	90	0	4	106	7	69	0	3	79	17	55	0	0	72
Wan Chai	7	42	0	7	56	2	27	0	6	35	3	27	0	6	36
Eastern	29	153	2	3	187	3	137	0	3	143	31	86	2	1	120
Southern	11	54	0	2	67	4	28	0	1	33	9	33	0	2	44
Hong Kong Island (Sub-total)	59	339	2	16	416	16	261	0	13	290	60	201	2	9	272
Sham Shui Po	77	342	1	8	428	88	206	2	2	298	57	203	0	0	260
Yau Tsim Mong	74	220	0	0	294	73	137	0	0	210	50	158	0	0	208
Kowloon City	3	212	0	16	231	4	144	1	18	167	1	126	0	10	137
Wong Tai Sin	11	233	0	2	246	16	140	0	1	157	12	163	0	2	177
Kwun Tong	14	335	7	0	356	46	234	4	0	284	11	227	0	0	238
Kowloon (Sub-total)	179	1 342	8	26	1 555	227	861	7	21	1 116	131	877	0	12	1 020
Tsuen Wan	7	199	0	0	206	2	220	0	0	222	10	171	0	0	181
Tuen Mun	18	226	0	0	244	5	163	0	0	168	3	135	0	0	138
Yuen Long	19	298	1	0	318	6	333	2	0	341	24	274	2	0	300
North	73	732	0	0	805	31	486	0	0	517	28	391	0	0	419
Tai Po	3	149	0	0	152	2	100	0	0	102	11	106	0	0	117
Sha Tin	1	252	1	0	254	0	189	1	0	190	0	206	2	0	208
Sai Kung	12	65	3	0	80	8	71	2	0	81	10	32	2	0	44
Islands	0	45	0	0	45	0	28	0	0	28	0	39	0	0	39
Kwai Tsing	0	271	0	0	271	0	227	0	0	227	0	157	0	0	157
New Territories (Sub-total)	133	2 237	5	0	2 375	54	1 817	5	0	1 876	86	1 511	6	0	1 603
Total	371	3 918	15	42	4 346	297	2 939	12	34	3 282	277	2 589	8	21	2 895

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the primary schools as at September of the respective school years. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.

(iii) Figures for the 2011/12 school year are provisional and subject to revisions.

Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

Number of Newly Admitted Pupils[#] from the Mainland in Secondary Schools by District by School Sector in the 2009/10, 2010/11 and 2011/12 School Years

District	2009/10						2010/11						2011/12					
	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total	Government	Aided	Caput	Direct Subsidy Scheme	Private	Total
Central & Western	0	27	0	0	0	27	0	39	0	5	0	44	0	38	0	3	0	41
Wan Chai	1	15	33	2	0	51	0	17	17	0	0	34	3	34	0	14	0	51
Eastern	4	129	0	78	0	211	2	127	0	55	0	184	1	131	0	44	0	176
Southern	0	87	0	2	0	89	0	48	0	1	0	49	0	65	0	0	0	65
Hong Kong Island (Sub-total)	5	258	33	82	0	378	2	231	17	61	0	311	4	268	0	61	0	333
Sham Shui Po	2	213	3	161	0	379	1	167	4	165	0	337	0	151	5	159	1	316
Yau Tsim Mong	6	101	78	13	0	198	1	110	60	28	0	199	1	123	83	25	0	232
Kowloon City	2	172	0	25	5	204	6	168	0	16	11	201	1	170	0	34	8	213
Wong Tai Sin	24	121	0	0	0	145	69	96	0	3	1	169	29	107	0	3	0	139
Kwun Tong	1	142	39	208	3	393	4	118	28	190	3	343	1	148	12	193	0	354
Kowloon (Sub-total)	35	749	120	407	8	1 319	81	659	92	402	15	1 249	32	699	100	414	9	1 254
Tsuen Wan	0	168	0	0	0	168	0	238	0	0	0	238	0	167	0	0	0	167
Tuen Mun	1	158	0	0	0	159	2	171	0	0	0	173	0	183	0	0	0	183
Yuen Long	0	128	0	16	0	144	2	159	0	19	1	181	1	176	0	36	0	213
North	71	149	0	4	0	224	96	124	0	5	0	225	109	100	0	6	0	215
Tai Po	17	72	0	9	0	98	8	107	0	5	0	120	14	100	0	13	0	127
Sha Tin	0	149	0	5	1	155	0	195	0	5	0	200	2	166	0	11	0	179
Sai Kung	0	46	0	8	0	54	1	53	0	12	0	66	0	56	0	10	3	69
Islands	1	15	0	3	0	19	0	16	0	4	0	20	0	16	0	3	0	19
Kwai Tsing	0	221	0	0	0	221	0	177	0	0	0	177	0	173	0	0	0	173
New Territories (Sub-total)	90	1 106	0	45	1	1 242	109	1 240	0	50	1	1 400	126	1 137	0	79	3	1 345
Total	130	2 113	153	534	9	2 939	192	2 130	109	513	16	2 960	162	2 104	100	554	12	2 932

Notes: (i) Figures include ordinary day schools, but exclude special schools, English Schools Foundation (ESF) schools and other international schools.

(ii) Figures refer to the number of students from the Mainland studying at the secondary schools as at September of the respective school years. Such students were newly admitted during the 12-month period from October of the preceding school year to September of the specified school year.

(iii) Figures for the 2011/12 school year are provisional and subject to revisions.

Refer to those newly admitted pupils from the Mainland who entered Hong Kong by One-way Permit.

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

EDB092

Question Serial No.

1634

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 projected figures in the table below by 18 districts for the coming 3 school years, i.e. 2012/13, 2013/14 and 2014/15

Category of school attended	No. of local students	No. of newly-arrived children from the Mainland attending local schools	No. of cross-boundary children still living in the Mainland but attending schools	No. of students holding with overseas passports and Hong Kong Identity Cards	No. of students holding overseas passports but no Hong Kong Identity Cards
Government primary schools					
Aided primary schools					
English Schools Foundation Junior Schools					
Primary schools under the Direct Subsidy Scheme					
Local private primary schools					
Private International primary schools					
Government secondary schools					
Aided secondary schools					
English Schools Foundation Secondary Schools					
Secondary schools under the Direct Subsidy Scheme					
Local private secondary schools					
Private International secondary schools					

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

We are not in a position to project the number of students broken down by district by different school sectors in future school years. This is because such projections would depend on a number of variables such as school places allocation results which would affect the number of classes to be operated, changes in the development plan of individual schools, town planning developments, demographic movements and parental choices.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

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

Reply Serial No.

EDB093

Question Serial No.

1635

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

Programme: (2) Primary Education
(3) Secondary 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 all secondary and primary schools under the government, aided, direct subsidy and the English Schools Foundation categories as well as the unit cost of each category of subsidised places from 2009-10 to 2011-12.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

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

	Financial Provision			Unit Cost		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
	Actual	Actual	Revised	Actual	Actual	Revised
	\$ million	\$ million	Estimate	\$	\$	Estimate
			\$ million			\$
Government primary schools ^{Note}	832	827	862	39,093	41,456	45,660
Aided primary schools	9,486	9,530	10,117	32,396	35,706	39,580
English Schools Foundation Junior Schools	116	116	116	20,720	20,666	20,740
Primary schools under the Direct Subsidy Scheme	377	458	531	30,806	33,454	37,280
Government secondary schools ^{Note}	1,276	1,255	1,389	48,261	49,775	53,710
Aided secondary schools	15,607	15,924	17,440	41,073	42,717	45,400
English Schools Foundation Secondary Schools	167	168	169	28,475	28,611	28,780
Secondary schools under the Direct Subsidy Scheme	2,051	2,167	2,326	40,913	42,473	44,260

Note

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.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB094

Question Serial No.

1636

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:

- (a) In respect of the measures to facilitate the development of international schools, please list out the number of greenfield sites allocated for international school development each year, the location of each site and the estimated number of international school places provided at each site from 2009-10 to 2011-12.
- (b) Will the Government identify more sites for the development of international schools in 2012-13? If so, under the current plan, how many sites will be made available to provide more international school places in future?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

- (a) Four greenfield sites were allocated for international school development in 2009-10. The location and estimated number of additional places provided by the international schools concerned through development on those sites are set out at Annex.
- (b) Given the scarcity of land resources in Hong Kong, the longer lead time required for developing and servicing greenfield sites and the more immediate nature of the demand arising from companies' plan for recruitment or relocation of staff to Hong Kong in the near future, we would identify and plan for allocation of a few suitable vacant premises to facilitate international schools to meet their immediate development needs. We would launch an Expression of Interest (EoI) exercise among international schools for vacant school premises to ascertain their development needs and interests in the premises before conducting a school allocation exercise (SAE). Depending on the response to the EoI and outcome of the SAE, we would consider the need for further facilitation measures including the allocation of greenfield sites.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

Greenfield sites allocated for international school development in 2009-10

Site	Name of the school	Location	Estimated number of additional places
1	Christian Alliance P. C. Lau Memorial International School	King Lam Street, Lai Chi Kok	1 200
2	Harrow International School Hong Kong	Area 48, Castle Peak Road, So Kwun Wat, Tuen Mun	1 500
3	Hong Kong Academy	Juncture of Wai Man Road and Mei Yuen Street, Area 4, Sai Kung Town	200
4	Kellett School	Juncture of Kai Cheung Road and Wang Kwong Road, Kowloon Bay	600

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

EDB095

Question Serial No.

1637

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:

Regarding the international schools which had received Government support for in-situ expansion or been allocated suitable vacant school premises for short-term use from 2009-10 to 2011-12, please provide a breakdown by district of the number of such international schools, the original number of international school places and the number of additional places provided as a result of in-situ expansion or allocation of vacant school premises for short-term use. As for vacant school premises allocated for short-term use, what is the length of term for each case? Will the Government provide the schools with any support after their term has expired?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

Most of the nine applications we received for using vacant school premises as temporary decanting campuses between 2009-10 and 2011-12 were intended to facilitate in-situ expansion, with six applications involving premises on the Hong Kong Island and three, in Kowloon. The comparison between the number of international school places in 2011/12 and 2012/13 and beyond for these nine schools is at Annex. The duration of their short-term use of the vacant school premises ranges from two to five years.

The Government is committed to developing a vibrant international school sector in meeting the demand for school places from non-local families living in Hong Kong and families coming from overseas to Hong Kong for work or investment. We will continue to put in place facilitation measures which may include the in-situ expansion of existing international schools, allocating vacant school premises and greenfield sites. In particular, we are identifying and planning for allocation a few suitable vacant premises to school operators to improve or expand their existing premises. We expect to launch an Expression of Interest exercise among international schools for vacant school premises in 2012-13 to ascertain their development needs and interests in the premises before conducting a school allocation exercise.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**Number of additional international school places as a result of in-situ expansion
or use of vacant school premises as temporary decanting campuses**

Locations of the schools¹	No. of schools²	Original number of places in relevant schools in 2011/12	Number of additional places in relevant schools in 2012/13 and beyond³
Hong Kong Island			
1. Central and Western	2	707	255
2. Eastern	1	200	100
3. Southern	2	1 778	1 001
Kowloon			
4. Kowloon City	2	1 478	1 317

¹ Location of the schools refers to the districts where the permanent school campuses are located. Where there is no permanent school premises at the moment, the location of the temporary campus is referred to.

² We are processing the applications of two international schools for temporary use of two vacant school premises.

³ Some of these additional school places will be covered in the new campus of the schools concerned in other districts.

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

EDB096

Question Serial No.

1638

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:

- (a) Please provide a breakdown of the respective numbers of local and non-local student places of publicly-funded undergraduate, research postgraduate and taught postgraduate programmes at the 8 universities, as well as the actual numbers of local, mainland and overseas students each year since 2008-09.
- (b) Please provide a breakdown of the respective numbers of local and non-local student places of self-financing sub-degree, undergraduate and taught postgraduate programmes at each self-financing post-secondary institution, as well as the actual numbers of local, mainland and overseas students each year since 2008-09.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

- (a) The numbers of local and non-local students in the University Grants Committee-funded programmes by institution, level of study and place of origin in the 2008/09, 2009/10, 2010/11 and 2011/12 academic years are at **Annex 1**. Figures for the 2011/12 academic year are provisional.
- (b) The numbers of local and non-local students in full-time locally-accredited self-financing sub-degree and undergraduate programmes by institution, level of study and place of origin in the 2008/09, 2009/10, 2010/11 and 2011/12 academic years are set out at **Annex 2**. Figures for the 2011/12 academic year are provisional.

Signature _____
Name in block letters _____ Mrs Cherry Tse
Post Title _____ Permanent Secretary for Education
Date _____ 27 February 2012

**Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2008/09**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Sub-degree	1 010	-	-	1 010
	Undergraduate	7 693	607	34	8 334
	Taught Postgraduate	46	3	3	52
	Research Postgraduate	129	336	23	488
	Sub-total	8 878	946	60	9 884
Hong Kong Baptist University	Undergraduate	4 294	399	4	4 697
	Taught Postgraduate	656	-	-	656
	Research Postgraduate	110	131	2	243
	Sub-total	5 060	530	6	5 596
Lingnan University	Undergraduate	2 157	153	26	2 336
	Research Postgraduate	29	21	-	50
	Sub-total	2 186	174	26	2 386
The Chinese University of Hong Kong	Undergraduate	9 829	797	117	10 743
	Taught Postgraduate	1 083	9	2	1 094
	Research Postgraduate	678	897	32	1 607
	Sub-total	11 590	1 703	151	13 444
The Hong Kong Institute of Education	Sub-degree	2 045	-	-	2 045
	Undergraduate	3 227	192	-	3 419
	Taught Postgraduate	798	11	-	809
	Research Postgraduate	-	-	-	-
	Sub-total	6 070	203	-	6 273
The Hong Kong Polytechnic University	Sub-degree	4 047	2	3	4 052
	Undergraduate	8 548	748	49	9 345
	Taught Postgraduate	237	-	-	237
	Research Postgraduate	195	324	31	550
	Sub-total	13 027	1 074	83	14 184
The Hong Kong University of Science and Technology	Undergraduate	5 286	559	94	5 939
	Taught Postgraduate	2	-	-	2
	Research Postgraduate	305	704	32	1 041
	Sub-total	5 593	1 263	126	6 982
The University of Hong Kong	Undergraduate	9 226	893	118	10 237
	Taught Postgraduate	1 071	16	14	1 101
	Research Postgraduate	974	911	95	1 980
	Sub-total	11 271	1 820	227	13 318
All institutions	Sub-degree	7 102	2	3	7 107
	Undergraduate	50 260	4 348	442	55 050
	Taught Postgraduate	3 893	39	19	3 951
	Research Postgraduate	2 420	3 324	215	5 959
	Total	63 675	7 713	679	72 067

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. '-' denotes 'nil'.

**Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2009/10**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Sub-degree	927	-	-	927
	Undergraduate	7 858	636	51	8 545
	Taught Postgraduate	50	3	3	56
	Research Postgraduate	132	420	23	575
	Sub-total	8 967	1 059	77	10 103
Hong Kong Baptist University	Undergraduate	4 307	428	8	4 743
	Taught Postgraduate	596	2	-	598
	Research Postgraduate	75	149	1	225
	Sub-total	4 978	579	9	5 566
Lingnan University	Undergraduate	2 136	180	22	2 338
	Research Postgraduate	30	27	-	57
	Sub-total	2 166	207	22	2 395
The Chinese University of Hong Kong	Undergraduate	10 030	848	134	11 012
	Taught Postgraduate	987	4	1	992
	Research Postgraduate	645	997	36	1 678
	Sub-total	11 662	1 849	171	13 682
The Hong Kong Institute of Education	Sub-degree	1 935	-	-	1 935
	Undergraduate	3 608	227	-	3 835
	Taught Postgraduate	807	9	-	816
	Research Postgraduate	-	-	-	-
	Sub-total	6 350	236	-	6 586
The Hong Kong Polytechnic University	Sub-degree	4 141	2	4	4 147
	Undergraduate	8 899	818	73	9 790
	Taught Postgraduate	136	-	-	136
	Research Postgraduate	204	392	31	627
	Sub-total	13 380	1 212	108	14 700
The Hong Kong University of Science and Technology	Undergraduate	5 345	517	142	6 004
	Taught Postgraduate	-	-	-	-
	Research Postgraduate	263	754	41	1 058
	Sub-total	5 608	1 271	183	7 062
The University of Hong Kong	Undergraduate	9 236	908	199	10 343
	Taught Postgraduate	982	17	14	1 013
	Research Postgraduate	890	1 091	121	2 102
	Sub-total	11 108	2 016	334	13 458
All institutions	Sub-degree	7 003	2	4	7 009
	Undergraduate	51 419	4 562	629	56 610
	Taught Postgraduate	3 558	35	18	3 611
	Research Postgraduate	2 239	3 830	253	6 322
	Total	64 219	8 429	904	73 552

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. '-' denotes 'nil'.

**Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2010/11**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Sub-degree	900	-	-	900
	Undergraduate	7 905	624	91	8 620
	Taught Postgraduate	48	2	2	52
	Research Postgraduate	129	498	33	660
	Sub-total	8 982	1 124	126	10 232
Hong Kong Baptist University	Undergraduate	4 341	437	8	4 786
	Taught Postgraduate	529	3	-	532
	Research Postgraduate	69	153	16	238
	Sub-total	4 939	593	24	5 556
Lingnan University	Undergraduate	2 021	191	21	2 233
	Research Postgraduate	32	24	3	59
	Sub-total	2 053	215	24	2 292
The Chinese University of Hong Kong	Undergraduate	10 205	852	156	11 213
	Taught Postgraduate	989	8	4	1 001
	Research Postgraduate	603	1 053	44	1 700
	Sub-total	11 797	1 913	204	13 914
The Hong Kong Institute of Education	Sub-degree	1 943	-	-	1 943
	Undergraduate	3 904	242	4	4 150
	Taught Postgraduate	865	8	-	873
	Research Postgraduate	4	6	-	10
	Sub-total	6 716	256	4	6 976
The Hong Kong Polytechnic University	Sub-degree	4 135	2	3	4 140
	Undergraduate	8 971	848	101	9 920
	Taught Postgraduate	56	-	-	56
	Research Postgraduate	191	383	42	616
	Sub-total	13 353	1 233	146	14 732
The Hong Kong University of Science and Technology	Undergraduate	5 411	497	243	6 151
	Taught Postgraduate	-	-	-	-
	Research Postgraduate	224	796	63	1 083
	Sub-total	5 635	1 293	306	7 234
The University of Hong Kong	Undergraduate	9 209	947	336	10 492
	Taught Postgraduate	1 026	22	16	1 064
	Research Postgraduate	804	1 128	164	2 096
	Sub-total	11 039	2 097	516	13 652
All institutions	Sub-degree	6 978	2	3	6 983
	Undergraduate	51 967	4 638	960	57 565
	Taught Postgraduate	3 513	43	22	3 578
	Research Postgraduate	2 056	4 041	365	6 462
	Total	64 514	8 724	1 350	74 588

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. ‘-’ denotes ‘nil’.

**Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2011/12 (Provisional Figures)**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
City University of Hong Kong	Sub-degree	1 102	-	-	1 102
	Undergraduate	7 891	590	113	8 594
	Taught Postgraduate	43	6	4	53
	Research Postgraduate	110	524	44	678
	Sub-total	9 146	1 120	161	10 427
Hong Kong Baptist University	Undergraduate	4 334	450	9	4 793
	Taught Postgraduate	529	3	-	532
	Research Postgraduate	56	148	18	222
	Sub-total	4 919	601	27	5 547
Lingnan University	Undergraduate	1 963	168	21	2 152
	Research Postgraduate	26	26	10	62
	Sub-total	1 989	194	31	2 214
The Chinese University of Hong Kong	Undergraduate	10 383	911	210	11 504
	Taught Postgraduate	1 127	9	4	1 140
	Research Postgraduate	568	1 109	57	1 734
	Sub-total	12 078	2 029	271	14 378
The Hong Kong Institute of Education	Sub-degree	3 253	-	-	3 253
	Undergraduate	4 200	211	5	4 416
	Taught Postgraduate	858	10	2	870
	Research Postgraduate	8	18	3	29
	Sub-total	8 319	239	10	8 568
The Hong Kong Polytechnic University	Sub-degree	3 919	-	2	3 921
	Undergraduate	8 993	801	151	9 945
	Taught Postgraduate	26	-	-	26
	Research Postgraduate	166	390	54	610
	Sub-total	13 104	1 191	207	14 502
The Hong Kong University of Science and Technology	Undergraduate	5 573	474	342	6 389
	Taught Postgraduate	-	-	-	-
	Research Postgraduate	167	902	97	1 166
	Sub-total	5 740	1 376	439	7 555
The University of Hong Kong	Undergraduate	9 162	977	480	10 619
	Taught Postgraduate	1 016	27	22	1 065
	Research Postgraduate [^]	704	1 181	185	2 071
	Sub-total[^]	10 882	2 185	687	13 755
All institutions	Sub-degree	8 274	-	2	8 276
	Undergraduate	52 499	4 582	1 331	58 412
	Taught Postgraduate	3 599	55	32	3 686
	Research Postgraduate [^]	1 805	4 298	468	6 572
	Total[^]	66 177	8 935	1 833	76 946

Notes :

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. The place of origin for non-local students refers to their nationality.
3. '-' denotes 'nil'.
4. '^' Figures may not add up to the corresponding totals due to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.

**Student Enrolment (Headcount) of Full-time Locally-accredited
Self-financing Sub-degree and Undergraduate Programmes
by Institution, Level of Study and Place of Origin, 2008/09**

Institutions	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	Sub-degree	546	-	-	546
Caritas Francis Hsu College	Sub-degree	604	3	-	607
Chu Hai College of Higher Education	Sub-degree	163	-	-	163
	Undergraduate	915	59	-	974
City University of Hong Kong	Sub-degree	6 002	79	5	6 086
	Undergraduate	531	-	-	531
Hang Seng School of Commerce	Sub-degree	455	7	-	462
HKU SPACE Po Leung Kuk Community College	Sub-degree	758	1	1	760
Hong Kong Art School	Sub-degree	112	-	-	112
Hong Kong Baptist University	Sub-degree	1 836	70	2	1 908
	Undergraduate	406	5	-	411
Hong Kong Central College	Sub-degree	26	3	-	29
Hong Kong College of Technology	Sub-degree	1 211	5	-	1 216
Hong Kong Institute of Technology	Sub-degree	565	14	1	580
	Undergraduate	373	-	2	375
Hong Kong Shue Yan University	Undergraduate	4 150	145	-	4 295
Lingnan University	Sub-degree	978	61	1	1 040
	Undergraduate	75	2	-	77
The Chinese University of Hong Kong	Sub-degree	2 539	40	2	2 581
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	Sub-degree	765	117	2	884
The Hong Kong Institute of Education	Sub-degree	295	21	-	316
	Undergraduate	31	3	-	34
The Hong Kong Polytechnic University	Sub-degree	4 972	40	3	5 015
	Undergraduate	1 386	21	-	1 407
The University of Hong Kong	Sub-degree	5 829	42	-	5 871
The Open University of Hong Kong	Sub-degree	84	-	-	84
	Undergraduate	3 755	63	4	3 822
Vocational Training Council	Sub-degree	15 431	-	-	15 431
Yew Chung Community College	Sub-degree	10	-	1	11
All institutions	Sub-degree	43 181	503	18	43 702
	Undergraduate	11 622	298	6	11 926
	Total	54 803	801	24	55 628

**Student Enrolment (Headcount) of Full-time Locally-accredited
Self-financing Sub-degree and Undergraduate Programmes
by Institution, Level of Study and Place of Origin, 2009/10**

Institutions	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	Sub-degree	518	-	-	518
Caritas Francis Hsu College	Sub-degree	590	4	-	594
Chu Hai College of Higher Education	Sub-degree	150	-	-	150
	Undergraduate	1 108	64	-	1 172
City University of Hong Kong	Sub-degree	6 636	41	5	6 682
	Undergraduate	666	-	-	666
Hang Seng School of Commerce	Sub-degree	540	9	-	549
HKU SPACE Po Leung Kuk Community College	Sub-degree	1 471	1	1	1 473
Hong Kong Art School	Sub-degree	96	2	-	98
Hong Kong Baptist University	Sub-degree	2 287	130	1	2 418
	Undergraduate	642	18	-	660
Hong Kong Central College	Sub-degree	37	2	-	39
Hong Kong College of Technology	Sub-degree	1 229	2	-	1 231
Hong Kong Institute of Technology	Sub-degree	575	13	2	590
	Undergraduate	399	-	2	401
Hong Kong Shue Yan University	Undergraduate	4 556	188	-	4 744
Lingnan University	Sub-degree	1 425	64	-	1 489
	Undergraduate	85	4	-	89
The Chinese University of Hong Kong	Sub-degree	2 666	25	-	2 691
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	Sub-degree	813	96	2	911
The Hong Kong Institute of Education	Sub-degree	371	19	-	390
	Undergraduate	60	6	-	66
The Hong Kong Polytechnic University	Sub-degree	6 258	40	1	6 299
	Undergraduate	2 183	36	1	2 220
The University of Hong Kong	Sub-degree	5 720	61	-	5 781
The Open University of Hong Kong	Sub-degree	238	-	-	238
	Undergraduate	4 356	82	5	4 443
Vocational Training Council	Sub-degree	15 171	-	-	15 171
Yew Chung Community College	Sub-degree	7	-	3	10
All institutions	Sub-degree	46 798	509	15	47 322
	Undergraduate	14 055	398	8	14 461
	Total	60 853	907	23	61 783

**Student Enrolment (Headcount) of Full-time Locally-accredited
Self-financing Sub-degree and Undergraduate Programmes
by Institution, Level of Study and Place of Origin, 2010/11**

Institutions	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	Sub-degree	725	-	-	725
Caritas Francis Hsu College	Sub-degree	778	3	-	781
Chu Hai College of Higher Education	Sub-degree	83	-	-	83
	Undergraduate	1 213	67	-	1 280
City University of Hong Kong	Sub-degree	7 111	31	3	7 145
	Undergraduate	662	-	-	662
Hang Seng Management College	Sub-degree	492	3	-	495
	Undergraduate	607	5	-	612
HKU SPACE Po Leung Kuk Community College	Sub-degree	2 426	-	1	2 427
Hong Kong Art School	Sub-degree	110	2	-	112
Hong Kong Baptist University	Sub-degree	3 290	171	3	3 464
	Undergraduate	886	37	-	923
Hong Kong Central College	Sub-degree	34	3	-	37
Hong Kong College of Technology	Sub-degree	1 112	1	-	1 113
Hong Kong Institute of Technology	Sub-degree	599	16	-	615
	Undergraduate	403	-	2	405
Hong Kong Shue Yan University	Undergraduate	4 542	216	-	4 758
Lingnan University	Sub-degree	2 266	55	-	2 321
	Undergraduate	85	13	-	98
The Chinese University of Hong Kong	Sub-degree	3 162	13	1	3 176
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	Sub-degree	1 530	84	4	1 618
The Hong Kong Institute of Education	Sub-degree	554	9	-	563
	Undergraduate	122	11	-	133
The Hong Kong Polytechnic University	Sub-degree	6 873	30	1	6 904
	Undergraduate	2 718	44	3	2 765
The University of Hong Kong	Sub-degree	6 388	68	2	6 458
The Open University of Hong Kong	Sub-degree	673	-	3	676
	Undergraduate	5 280	92	11	5 383
Vocational Training Council	Sub-degree	13 426	1	-	13 427
Yew Chung Community College	Sub-degree	12	-	2	14
All institutions	Sub-degree	51 644	490	20	52 154
	Undergraduate	16 518	485	16	17 019
	Sub-total	68 162	975	36	69 173

**Student Enrolment (Headcount) of Full-time Locally-accredited
Self-financing Sub-degree and Undergraduate Programmes
by Institution, Level of Study and Place of Origin, 2011/12 (Provisional)**

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Caritas Bianchi College of Careers	Sub-degree	511	2	2	515
Caritas Institute of Higher Education	Sub-degree	606	-	-	606
	Undergraduate	48	-	-	48
Chu Hai College of Higher Education	Sub-degree	35	-	-	35
	Undergraduate	1 201	47	-	1 248
City University of Hong Kong	Sub-degree	6 712	27	3	6 742
	Undergraduate	689	4	-	693
Hang Seng Management College	Sub-degree	274	2	-	276
	Undergraduate	1 242	6	-	1 248
HKU SPACE Po Leung Kuk Community College	Sub-degree	2 639	1	1	2 641
Hong Kong Art School	Sub-degree	102	-	-	102
Hong Kong Baptist University	Sub-degree	3 727	205	6	3 938
	Undergraduate	963	50	-	1 013
Hong Kong Central College	Sub-degree	17	2	-	19
Hong Kong College of Technology	Sub-degree	960	2	-	962
Hong Kong Institute of Technology	Sub-degree	660	9	-	669
	Undergraduate	374	-	1	375
Hong Kong Shue Yan University	Undergraduate	4 584	218	-	4 802
Lingnan University	Sub-degree	3 089	64	-	3 153
	Undergraduate	31	10	-	41
The Chinese University of Hong Kong	Sub-degree	3 324	15	2	3 341
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	Sub-degree	1 193	71	2	1 266
The Hong Kong Institute of Education	Sub-degree	707	11	1	719
	Undergraduate	417	21	1	439
The Hong Kong Polytechnic University	Sub-degree	7 860	25	2	7 887
	Undergraduate	2 923	90	4	3 017
The University of Hong Kong	Sub-degree	5 682	88	7	5 777
Sacred Heart Canossian College of Commerce	Sub-degree	110	-	-	110
SCAD Foundation (Hong Kong) Limited / Savannah College of Art and Design, Inc. *	Undergraduate	113	-	104	217
The Open University of Hong Kong	Sub-degree	996	-	5	1 001
	Undergraduate	5 604	87	7	5 698
Tung Wah College	Sub-degree	273	-	-	273
	Undergraduate	48	11	1	60

Institution	Level of Study	Place of Origin			
		Local	The Mainland of China	Other non-local	Total
Vocational Training Council	Sub-degree	11 866	3	3	11 872
	Undergraduate	281	-	-	281
Yew Chung Community College	Sub-degree	15	1	2	18
All institutions	Sub-degree	51 358	528	36	51 922
	Undergraduate	18 518	544	118	19 180
	Total	69 876	1 072	154	71 102

Notes:

1. Data on postgraduate programmes broken down by local and non-local students are not available.
2. '-' denotes 'nil'.
3. * : non-local programmes offered by Savannah College of Art and Design, Inc. is granted accreditation status in 2011/12 academic year.

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

EDB097

Question Serial No.

1639

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, 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 2010/11 and 2011/12 school years.

	2010/11 school year	2011/12 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 2010/11 and 2011/12 school years as well as their length of service, salary, academic qualification and age are provided, where available, as follows :

	2010/11 school year	2011/12 school year (Note 1)
Number of wastage (Note 2)	650	697
Percentage of wastage (Note 2)	6.8%	7.1%
Average length of service (in years)	12.4	11.9
Average salary	(Note 3)	(Note 3)
<u>Academic qualification</u>		
Number of teachers without Certificate/Diploma in Early Childhood Education	391	344
Number of teachers with Certificate/Diploma in Early Childhood Education	197	248
Number of teachers with Bachelor of Education in Early Childhood Education or equivalent	62	105
Number of teachers with Master Degree in Early Childhood Education	(Note 3)	(Note 3)
Average age	37	37

Note 1: The figures for the 2011/12 school year are provisional and are referring to the position as at mid-September 2011.

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: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB098**

Question Serial No.

1640

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Regarding the harmonisation of pre-primary services, 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 2011/12 school year.

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Total	Closed	Newly operated	Total
Central & Western						
Wan Chai						
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 2011/12 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	0	0	19	0	0	22
Wan Chai	2	1	15	1	0	16
Southern	1	0	17	1	1	22
Eastern	2	0	31	3	1	46
Yau Tsim Mong	1	1	15	0	2	22
Sham Shui Po	0	1	25	0	0	18
Kowloon City	1	0	42	0	2	44
Wong Tai Sin	0	0	23	0	0	24
Kwun Tong	0	0	33	0	0	37
Sai Kung	0	0	30	0	1	29
Sha Tin	1	0	34	0	0	38
Tai Po	0	0	19	0	0	16
North	0	1	28	0	0	17
Yuen Long	1	1	41	0	0	30
Tuen Mun	1	0	30	2	1	31
Tsuen Wan	0	0	16	0	1	20
Kwai Tsing	1	0	34	0	0	29
Islands	2	1	20	0	0	13
All Districts	13	6	472	7	9	474

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB099**

Question Serial No.

1641

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please provide, in the following format, the distribution of monthly salary levels of full-time kindergarten teachers from the 2009/10 school year to the 2011/12 school year:

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below		
\$6,001 – \$9,000		
\$9,001 – \$12,000		
\$12,001 – \$15,000		
\$15,001 – \$18,000		
\$18,001 – \$21,000		
\$21,001 – \$24,000		
\$24,001 – \$27,000		
\$27,001 or above		

Asked by: Hon. EU Yuet-mee, AudreyReply:

The distribution of monthly salary levels of full-time kindergarten (KG) teachers (excluding principals) in local KGs from the 2009/10 school year (sy) to the 2011/12 sy is as tabulated at the Appendix.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

2009/10 School Year

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	124	4
\$6,001 – \$9,000	568	115
\$9,001 – \$12,000	386	586
\$12,001 – \$15,000	164	2 796
\$15,001 – \$18,000	114	1 663
\$18,001 – \$21,000	13	874
\$21,001 – \$24,000	4	561
\$24,001 – \$27,000	2	499
\$27,001 or above	3	96

2010/11 School Year

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	80	9
\$6,001 – \$9,000	486	94
\$9,001 – \$12,000	387	452
\$12,001 – \$15,000	196	2 735
\$15,001 – \$18,000	105	2 025
\$18,001 – \$21,000	14	955
\$21,001 – \$24,000	4	624
\$24,001 – \$27,000	1	548
\$27,001 or above	0	117

2011/12 School Year

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Half-day	Whole-day
\$6,000 or below	50	0
\$6,001 – \$9,000	395	60
\$9,001 – \$12,000	373	375
\$12,001 – \$15,000	143	2546
\$15,001 – \$18,000	110	2280
\$18,001 – \$21,000	9	1220
\$21,001 – \$24,000	12	785
\$24,001 – \$27,000	3	778
\$27,001 or above	0	223

Notes:

The data for the 2009/10 school year (sy) to the 2011/12 sy were collected from kindergartens responding to an anonymous questionnaire survey conducted by the Education Bureau in September each year.

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

Reply Serial No.

EDB100

Question Serial No.

1642

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) and private independent kindergartens not joining PEVS as well as the average school fees of these kindergartens by district in the 2011/12 school year.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

The numbers of non-profit-making (NPM) kindergartens (KGs) joining the PEVS and local private independent (PI) KGs not joining the PEVS in the 2011/12 school year as well as the average school fees per student per annum (pspa) of these KGs by district are provided at the Appendix.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

**Number of NPM KGs joining the PEVS and local PI KGs not joining the PEVS
in the 2011/12 school year and the average school fees of these KGs by district**

District	NPM KGs Joining the PEVS			Local PI KGs Not Joining the PEVS		
	No.	Average school fee psps of local half-day classes under the PEVS (Note) \$	Average school fee psps of local whole-day classes under the PEVS (Note) \$	No.	Average school fee psps of half-day classes \$	Average school fee psps of whole-day classes \$
Central & Western	26	21,300	34,400	2	56,800	75,600
Wan Chai	20	21,800	35,200	1	82,100	--
Eastern	58	21,300	33,000	10	48,100	65,400
Southern	18	19,300	31,400	4	50,400	70,200
Sham Shui Po	40	19,600	32,900	1	18,600	33,600
Yau Tsim Mong	29	21,600	33,000	6	50,400	40,900
Kowloon City	47	21,000	34,700	21	36,700	60,300
Wong Tai Sin	46	17,000	29,200	0	--	--
Kwun Tong	68	18,800	30,400	1 [#]	--	--
Tsuen Wan	30	20,600	32,200	6	34,100	49,400
Tuen Mun	57	18,700	30,700	3	29,100	49,900
Yuen Long	66	17,600	29,900	5	35,600	52,800
North	41	18,400	30,700	4	31,900	51,700
Tai Po	26	19,300	31,300	6	35,500	58,000
Sha Tin	56	20,100	30,400	10	34,200	49,700
Sai Kung	42	18,900	30,600	8	35,600	52,400
Islands	23	18,100	29,600	3	49,400	67,300
Kwai Tsing	58	20,000	31,600	2	40,600	--

#The kindergarten-cum-child care centre operates service groups for children aged 2-3 only in the 2011/12 school year.

Note: For reference, in the 2011/12 school year, the lowest school fees of half-day (HD) and whole-day (WD) KGs joining the PEVS are \$10,000 psps and \$16,379 psps respectively, whereas the highest school fees of HD and WD PEVS KGs are \$24,000 psps and \$48,000 psps respectively, i.e. reaching the cap beyond which a KG would no longer be eligible to join the PEVS. In respect of local PI KGs not joining the PEVS, the lowest school fees of HD and WD KGs are \$18,600 psps and \$22,320 psps respectively, whereas the highest school fees of HD and WD KGs are \$82,056 psps and \$93,600 psps respectively.

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

EDB101

Question Serial No.

1643

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:

- (a) Please give a breakdown of the respective numbers of government, aided, English Schools Foundation (ESF), Direct Subsidy Scheme (DSS), private, and private international primary and secondary schools for each school type, of the average numbers of classes in each grade and the average numbers of students per class in each of the 18 districts from 2009/10 to 2011/12.
- (b) Please give a breakdown of the respective average numbers of teaching staff per class in each grade and the actual average teacher-to-student ratios per class in government, aided, ESF, DSS, private, and private international primary and secondary schools in each of the 18 districts from 2009/10 to 2011/12.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

- (a) The number of primary and secondary day schools, the average number of operating classes and average class sizes by grade in these schools under different types of schools broken down by district in the school years from 2009/10 to 2011/12 are detailed at Appendices 1 to 3.
- (b) Normally, teachers are deployed to teach classes at different levels. The Education Bureau (EDB) does not compute the average numbers of teachers per class and the student-to-teacher ratios at individual levels of different types of secondary and primary schools. EDB does not have further breakdown of the average teacher-to-class ratios and the average student-to-teacher ratios for different types of schools by district as our planning of initiatives and provision of resources are in general made with reference to territory-wide parameters. In this respect, the territory-wide average teacher-to-class ratios and the average student-to-teacher ratios for different types of schools are provided at Appendix 4.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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: Average Number of Operating Classes and Average Class Size 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	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	25.0	2.9	25.5	3.0	32.0	2.4	26.3	2.3	22.7	2.7	25.5
	P2	2.0	25.5	2.7	27.4	3.0	30.3	2.4	28.1	2.3	25.0	2.5	27.2
	P3	2.0	29.0	2.8	29.2	3.0	30.0	2.2	27.8	2.3	24.1	2.5	28.3
	P4	2.0	31.8	2.9	31.5	3.0	30.3	2.2	28.9	2.5	22.7	2.7	29.8
	P5	2.0	31.5	2.9	32.3	3.0	30.0	2.4	26.0	2.3	24.4	2.6	30.0
	P6	2.0	30.3	3.1	31.9	3.0	29.7	2.4	27.0	2.0	26.8	2.7	30.3
	All Grades	12.0	28.8	17.4	29.7	18.0	30.4	14.0	27.3	13.5	24.2	15.7	28.6
Wan Chai	P1	6.5	24.1	2.9	26.6	-	-	3.6	32.1	3.0	24.5	3.3	26.9
	P2	6.5	29.3	2.8	30.5	-	-	3.0	34.1	3.2	23.2	3.2	29.3
	P3	5.5	31.3	2.9	33.6	-	-	3.2	32.3	3.0	24.4	3.2	31.1
	P4	6.5	32.2	2.9	35.0	-	-	3.2	35.6	3.0	23.6	3.3	32.2
	P5	7.0	32.3	3.0	34.0	-	-	3.2	32.8	2.7	26.5	3.3	32.1
	P6	7.5	32.7	3.1	34.9	-	-	3.2	34.8	2.7	23.9	3.3	32.4
	All Grades	39.5	30.4	17.6	32.5	-	-	19.4	33.6	17.5	24.3	19.6	30.7
Eastern	P1	3.8	24.6	3.3	26.0	3.0	26.7	2.0	30.5	3.7	19.3	3.4	24.8
	P2	3.8	25.9	3.3	27.3	3.0	27.5	2.5	25.4	2.8	22.8	3.2	26.4
	P3	4.0	28.0	3.3	29.3	3.0	29.2	2.0	28.5	2.7	23.1	3.2	28.2
	P4	3.8	33.2	3.7	30.4	3.0	29.3	2.5	23.0	2.7	23.2	3.4	29.5
	P5	3.5	34.1	3.7	30.9	2.0	31.0	1.5	28.3	2.8	23.2	3.3	30.1
	P6	4.0	33.9	3.8	31.0	2.0	30.5	2.5	23.8	2.5	24.2	3.5	30.3
	All Grades	22.8	29.9	21.1	29.2	16.0	28.8	13.0	26.2	17.2	22.4	19.9	28.2

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	3.0	23.0	2.7	24.9	5.0	30.0	5.7	20.6	7.2	21.5	4.3	23.0
	P2	3.0	25.8	2.6	27.0	5.0	30.2	6.0	23.9	5.4	23.1	3.9	25.2
	P3	2.5	28.0	2.8	26.4	4.0	31.0	5.0	23.5	5.4	23.7	3.7	25.3
	P4	2.5	31.6	2.9	30.8	4.0	29.3	4.3	24.3	5.6	24.5	3.7	27.6
	P5	3.0	32.2	3.1	31.6	4.0	31.0	4.3	24.0	5.2	25.7	3.8	28.6
	P6	3.0	32.3	3.3	32.4	4.0	26.8	3.7	24.7	5.2	24.7	3.8	28.7
	All Grades	17.0	28.8	17.5	29.0	26.0	29.7	29.0	23.4	34.0	23.7	23.1	26.3
Yau Tsim Mong	P1	2.3	21.6	3.6	29.0	4.5	29.4	-	-	-	-	3.5	28.4
	P2	2.0	22.3	3.6	29.4	4.0	30.0	-	-	-	-	3.4	28.9
	P3	1.7	25.2	3.7	31.5	3.5	29.9	-	-	-	-	3.4	30.9
	P4	3.0	27.8	3.9	33.2	2.5	34.8	-	-	-	-	3.7	32.7
	P5	3.3	28.8	3.8	34.0	2.5	31.8	-	-	-	-	3.6	33.2
	P6	4.3	29.8	3.9	33.4	2.5	33.0	-	-	-	-	3.9	32.9
	All Grades	16.7	26.7	22.4	31.8	19.5	31.1	-	-	-	-	21.4	31.2
Sham Shui Po	P1	4.0	21.7	3.5	28.2	3.3	27.0	3.5	26.1	0.0	-	3.4	26.9
	P2	4.0	27.3	3.7	29.7	3.3	27.9	3.5	30.4	0.0	-	3.5	29.5
	P3	4.0	31.0	3.8	31.9	3.0	32.7	3.4	28.9	0.0	-	3.5	31.1
	P4	4.3	31.2	4.1	33.9	3.0	31.3	3.3	32.7	5.0	30.0	3.8	33.0
	P5	4.7	31.7	4.0	33.5	2.3	34.3	3.4	30.1	5.0	29.8	3.8	32.4
	P6	4.3	32.3	4.1	34.5	2.3	32.9	2.8	32.5	5.0	30.0	3.7	33.6
	All Grades	25.3	29.3	23.2	32.1	17.3	30.7	19.8	30.0	15.0	29.9	21.8	31.1

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	25.9	3.2	26.7	4.0	26.4	2.9	29.3	2.3	22.7	3.1	26.5
	P2	4.5	30.9	3.0	28.5	4.0	27.3	3.0	29.3	2.0	22.8	2.9	28.1
	P3	4.5	33.2	3.0	29.9	3.5	29.6	3.1	28.6	2.0	22.8	2.9	28.9
	P4	4.5	33.3	3.1	33.2	2.5	31.8	3.4	29.3	1.7	21.9	2.9	30.8
	P5	4.5	33.9	3.0	33.1	2.5	30.2	3.3	30.0	1.7	22.0	2.9	30.9
	P6	4.5	33.8	3.3	33.1	2.5	30.0	3.3	31.6	1.3	23.6	2.9	31.8
	All Grades	27.0	31.8	18.5	30.8	19.0	28.8	19.0	29.7	11.0	22.6	17.6	29.5
Wong Tai Sin	P1	2.0	22.0	3.4	24.6	-	-	4.0	34.1	-	-	3.4	25.6
	P2	2.0	28.0	3.3	26.2	-	-	4.0	34.3	-	-	3.4	27.2
	P3	3.0	23.0	3.4	28.4	-	-	4.0	31.2	-	-	3.4	28.6
	P4	3.0	31.3	3.5	31.3	-	-	4.0	37.2	-	-	3.5	32.0
	P5	4.0	32.0	3.6	31.1	-	-	4.0	32.5	-	-	3.7	31.3
	P6	4.0	31.8	3.9	31.8	-	-	4.0	33.3	-	-	3.9	32.0
	All Grades	18.0	28.8	21.1	29.0	-	-	24.0	33.7	-	-	21.3	29.5
Kwun Tong	P1	4.5	25.6	4.3	25.9	3.0	13.7	3.0	32.3	-	-	4.2	25.8
	P2	4.5	29.6	3.9	28.3	3.0	20.0	3.0	34.0	-	-	3.9	28.3
	P3	4.0	31.5	3.9	30.4	3.0	23.0	3.0	30.7	-	-	3.9	30.3
	P4	4.0	31.6	4.2	33.0	4.0	27.8	3.0	31.3	-	-	4.1	32.7
	P5	3.0	32.7	4.2	32.9	4.0	22.3	3.0	30.3	-	-	4.1	32.5
	P6	4.0	28.3	4.5	33.0	2.0	25.0	3.0	26.0	-	-	4.3	32.5
	All Grades	24.0	29.6	25.0	30.6	19.0	22.1	18.0	30.8	-	-	24.5	30.4

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	4.0	24.5	3.6	22.6	4.0	28.0	3.0	36.0	4.0	29.5	3.7	24.2
	P2	3.0	23.3	3.4	26.8	4.3	29.6	3.0	36.0	4.0	30.0	3.5	27.5
	P3	3.0	24.7	3.5	28.7	4.3	31.7	3.0	36.3	4.0	29.5	3.6	29.4
	P4	4.0	25.8	3.8	30.2	4.8	32.2	3.0	36.7	4.0	30.0	3.9	30.5
	P5	5.0	27.6	4.0	29.7	3.5	30.4	3.0	36.3	4.0	30.0	3.9	29.9
	P6	5.0	32.8	4.3	30.7	2.0	25.4	3.0	34.7	4.0	30.3	3.9	30.5
	All Grades	24.0	27.0	22.6	28.2	22.8	30.0	18.0	36.0	24.0	29.9	22.5	28.7
Sha Tin	P1	5.0	26.0	3.5	25.6	4.5	31.4	4.5	23.3	5.0	30.0	3.7	25.9
	P2	5.0	31.2	3.3	27.9	4.5	31.3	4.0	26.6	5.0	30.0	3.5	28.2
	P3	5.0	31.2	3.4	29.4	4.5	30.0	4.5	26.9	5.0	30.0	3.6	29.4
	P4	5.0	32.0	3.5	31.2	5.0	31.0	4.5	27.3	5.0	30.0	3.7	31.0
	P5	5.0	32.2	3.6	31.0	3.5	29.9	4.5	27.4	5.0	30.0	3.7	30.8
	P6	7.0	29.3	3.9	30.6	2.0	31.8	4.0	27.4	5.0	30.0	4.0	30.4
	All Grades	32.0	30.3	21.3	29.3	24.0	30.9	26.0	26.5	30.0	30.0	22.1	29.3
Tai Po	P1	2.0	21.0	3.5	24.5	-	-	-	-	3.0	20.3	3.4	23.9
	P2	2.0	30.0	3.1	28.8	-	-	-	-	2.7	20.4	3.0	27.8
	P3	2.0	28.0	3.3	28.2	-	-	-	-	2.7	22.0	3.1	27.5
	P4	3.0	30.7	3.4	31.2	-	-	-	-	2.3	19.0	3.2	30.0
	P5	3.0	32.3	3.4	30.7	-	-	-	-	2.7	21.5	3.3	29.8
	P6	4.0	31.0	3.8	31.1	-	-	-	-	2.0	22.3	3.6	30.4
	All Grades	16.0	29.4	20.5	29.1	-	-	-	-	15.3	20.9	19.6	28.2

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	4.0	24.0	3.5	28.1	-	-	-	-	-	-	3.5	27.9
	P2	3.0	28.3	3.4	29.9	-	-	-	-	-	-	3.4	29.9
	P3	2.0	31.5	3.3	32.5	-	-	-	-	-	-	3.3	32.5
	P4	5.0	31.6	3.2	34.1	-	-	-	-	-	-	3.3	34.0
	P5	4.0	31.3	3.2	33.9	-	-	-	-	-	-	3.3	33.8
	P6	4.0	31.8	3.3	34.2	-	-	-	-	-	-	3.3	34.1
	All Grades	22.0	29.7	20.0	32.1	-	-	-	-	-	-	20.0	32.0
Yuen Long	P1	5.0	27.7	3.4	24.4	5.0	28.4	2.0	12.5	1.0	3.5	3.4	24.4
	P2	5.0	28.7	3.6	25.3	5.0	30.4	2.0	13.5	1.0	3.5	3.6	25.4
	P3	4.7	30.3	3.6	28.0	5.0	28.0	2.0	16.5	1.0	5.0	3.5	27.8
	P4	5.0	31.1	3.7	30.1	5.0	30.6	2.0	20.0	1.0	7.5	3.7	29.8
	P5	4.7	29.4	3.8	30.8	5.0	27.2	2.0	17.0	0.5	18.0	3.7	30.4
	P6	4.7	32.4	4.1	31.3	5.0	23.8	2.0	14.0	1.0	12.5	4.0	30.8
	All Grades	29.0	29.9	22.3	28.4	30.0	28.1	12.0	15.6	5.5	7.5	21.9	28.2
Tuen Mun	P1	4.0	22.5	3.4	24.4	4.0	30.0	1.0	2.0	-	-	3.4	24.3
	P2	4.0	27.5	3.5	25.8	4.0	30.0	0.0	-	-	-	3.4	26.0
	P3	4.0	29.5	3.6	27.5	4.0	30.3	1.0	4.0	-	-	3.5	27.5
	P4	4.0	31.5	3.7	30.9	4.0	31.5	1.0	11.0	-	-	3.6	30.8
	P5	4.0	30.0	3.6	30.4	4.0	29.3	1.0	10.0	-	-	3.5	30.2
	P6	5.0	30.4	4.1	31.8	0.0	-	1.0	9.0	-	-	3.9	31.6
	All Grades	25.0	28.6	21.8	28.6	20.0	30.2	5.0	7.2	-	-	21.4	28.5

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	28.3	3.2	27.0	-	-	1.0	4.0	-	-	3.3	26.9
	P2	5.0	30.0	3.2	28.4	-	-	1.0	5.0	-	-	3.2	28.3
	P3	5.0	31.9	3.2	31.2	-	-	1.0	8.0	-	-	3.2	31.0
	P4	5.0	31.7	3.3	33.4	-	-	1.0	7.0	-	-	3.3	32.8
	P5	5.0	32.5	3.1	33.9	-	-	1.0	15.0	-	-	3.2	33.5
	P6	5.0	32.1	3.4	32.8	-	-	1.0	13.0	-	-	3.4	32.4
	All Grades	30.0	31.1	19.3	31.1	-	-	6.0	8.7	-	-	19.6	30.8
Kwai Tsing	P1	-	-	3.9	25.3	3.0	30.0	-	-	-	-	3.9	25.5
	P2	-	-	3.8	27.6	3.0	29.0	-	-	-	-	3.8	27.7
	P3	-	-	3.7	30.0	3.0	30.0	-	-	-	-	3.7	30.0
	P4	-	-	4.0	32.1	3.0	33.7	-	-	-	-	3.9	32.1
	P5	-	-	3.8	33.6	0.0	-	-	-	-	-	3.7	33.6
	P6	-	-	4.0	34.5	0.0	-	-	-	-	-	3.9	34.5
	All Grades	-	-	23.2	30.6	12.0	30.7	-	-	-	-	22.9	30.6
Islands	P1	-	-	2.6	23.1	-	-	3.0	30.0	2.0	23.8	2.6	23.6
	P2	-	-	2.6	24.9	-	-	3.0	30.0	2.3	22.9	2.6	24.9
	P3	-	-	2.5	27.0	-	-	3.0	30.0	2.0	22.0	2.5	26.5
	P4	-	-	2.5	30.3	-	-	3.0	30.0	2.0	21.0	2.5	29.2
	P5	-	-	2.6	30.0	-	-	3.0	30.0	1.7	22.6	2.5	29.3
	P6	-	-	2.8	31.5	-	-	3.0	30.0	1.7	22.2	2.7	30.5
	All Grades	-	-	15.6	27.8	-	-	18.0	30.0	11.7	22.4	15.1	27.3

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
All Districts	P1	3.9	24.8	3.4	25.6	3.9	28.1	3.2	27.5	3.2	22.1	3.4	25.6
	P2	3.8	28.2	3.4	27.6	3.9	29.0	3.2	29.2	2.8	23.3	3.3	27.5
	P3	3.7	30.1	3.4	29.6	3.7	30.2	3.1	28.3	2.7	23.7	3.3	29.2
	P4	4.1	31.5	3.5	31.9	3.7	31.3	3.2	30.2	2.8	23.5	3.5	31.2
	P5	4.1	31.8	3.5	31.9	3.0	30.1	3.2	29.2	2.7	24.5	3.4	31.2
	P6	4.4	31.9	3.8	32.3	2.2	29.0	3.0	30.1	2.5	24.5	3.6	31.6
	All Grades	24.1	29.8	21.1	29.9	20.2	29.6	18.8	29.1	16.5	23.6	20.7	29.4

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2009.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

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: Average Number of Operating Classes and Average Class Size 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	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	5.0	36.6	4.6	37.6	-	-	3.8	33.7	0.0	-	5.5	27.1	4.3	35.0
	S2	5.0	37.6	4.6	38.9	-	-	3.8	33.5	0.0	-	5.0	28.7	4.2	36.1
	S3	5.0	40.4	4.6	38.5	-	-	3.8	32.7	0.0	-	5.5	25.1	4.3	35.2
	S4	5.0	37.4	4.9	36.5	-	-	3.5	30.4	0.0	-	5.5	26.5	4.3	33.7
	S5	5.0	37.0	4.6	36.7	-	-	3.5	29.2	0.0	-	5.0	26.5	4.1	33.6
	S6	4.0	31.0	2.6	31.5	-	-	2.0	30.0	2.0	20.0	5.0	23.1	2.8	28.8
	S7	4.0	27.8	2.6	27.5	-	-	2.0	22.6	2.0	18.5	5.0	21.7	2.8	25.0
	All Grades	33.0	35.8	28.6	36.1	-	-	22.3	30.9	4.0	19.3	36.5	25.5	26.8	33.1
Wan Chai	S1	4.3	38.1	4.7	34.2	2.0	11.0	3.0	38.5	0.0	-	4.5	23.8	4.0	33.3
	S2	4.3	38.9	4.7	35.9	2.0	24.5	3.0	39.8	0.0	-	4.5	22.1	4.0	34.7
	S3	4.3	38.8	4.7	36.2	2.0	35.5	3.0	38.3	0.0	-	4.0	20.1	3.9	35.0
	S4	4.3	36.9	4.7	34.7	2.0	40.0	6.0	32.9	0.0	-	2.0	21.3	4.1	34.2
	S5	5.0	38.4	4.7	35.5	4.0	41.3	11.5	31.3	1.0	22.0	2.0	23.5	4.9	34.4
	S6	3.0	29.8	2.7	30.4	2.0	36.0	2.0	29.5	3.0	26.3	2.5	15.0	2.6	28.6
	S7	3.0	25.8	2.7	27.6	2.0	31.0	2.0	25.8	4.0	25.8	2.0	15.3	2.6	26.0
	All Grades	28.3	36.0	28.7	34.1	16.0	32.6	30.5	33.4	8.0	25.5	21.5	20.7	26.2	32.9
Eastern	S1	4.5	37.8	4.5	33.6	-	-	4.0	35.8	0.0	-	3.1	19.7	4.0	32.4
	S2	4.5	38.9	4.6	35.5	-	-	4.0	34.9	0.0	-	2.9	20.2	4.0	34.0
	S3	4.5	38.4	4.6	36.0	-	-	4.3	35.6	0.0	-	2.6	20.8	4.0	34.5
	S4	4.5	38.8	4.6	34.4	-	-	4.3	34.5	0.5	26.0	2.1	19.6	3.9	33.5
	S5	4.8	38.9	4.4	37.6	-	-	4.3	37.9	2.5	17.4	1.7	22.3	3.9	36.0
	S6	2.5	30.6	1.9	31.4	-	-	2.3	31.1	0.0	-	1.7	21.8	1.9	29.8
	S7	2.5	29.1	1.9	30.1	-	-	2.3	28.1	2.5	28.8	0.9	19.0	1.9	28.8
	All Grades	27.8	37.0	26.5	34.7	-	-	25.3	34.7	5.5	23.4	15.0	20.5	23.5	33.3

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	4.2	31.6	-	-	5.5	33.5	3.5	24.1	7.0	25.3	4.8	29.6
	S2	-	-	4.2	35.0	-	-	6.0	32.0	4.0	22.6	7.3	25.5	4.9	31.2
	S3	-	-	4.2	35.8	-	-	5.5	32.6	4.0	20.0	7.3	26.0	4.9	31.6
	S4	-	-	4.7	31.9	-	-	5.0	30.1	3.5	20.1	7.3	24.2	5.1	29.0
	S5	-	-	4.3	35.7	-	-	2.5	35.8	3.0	18.7	7.0	23.6	4.5	31.3
	S6	-	-	1.8	30.9	-	-	1.5	33.0	0.5	7.0	7.0	23.5	2.6	26.9
	S7	-	-	1.8	28.4	-	-	1.5	23.3	0.0	-	6.8	21.1	2.5	24.5
	All Grades	-	-	25.2	33.3	-	-	27.5	32.0	18.5	20.8	49.5	24.2	29.2	29.7
Yau Tsim Mong	S1	4.5	37.1	4.3	36.0	4.0	25.8	2.7	39.5	-	-	-	-	4.1	36.0
	S2	4.5	38.2	4.3	38.9	4.0	38.5	2.7	37.8	-	-	-	-	4.1	38.7
	S3	4.5	35.6	4.4	39.3	4.0	39.8	2.7	37.5	-	-	-	-	4.1	38.7
	S4	4.5	36.0	4.7	38.2	4.0	40.3	2.7	34.4	-	-	-	-	4.3	37.6
	S5	5.0	33.6	4.3	38.6	4.0	43.5	2.3	32.0	-	-	-	-	4.1	37.5
	S6	1.5	30.0	3.1	31.7	2.0	34.0	1.0	32.0	-	-	-	-	2.5	31.7
	S7	1.5	28.0	3.3	29.5	2.0	31.5	1.0	30.0	-	-	-	-	2.7	29.5
	All Grades	26.0	35.2	28.5	36.5	24.0	36.8	15.0	35.6	-	-	-	-	25.7	36.3
Sham Shui Po	S1	6.0	31.7	4.9	36.1	4.0	36.3	4.2	35.1	1.5	25.2	1.0	4.0	4.1	34.9
	S2	6.0	29.8	4.9	37.6	5.0	38.4	4.2	36.5	1.3	25.6	1.0	10.0	4.2	36.3
	S3	6.0	29.7	4.9	38.0	5.0	38.2	4.1	39.7	1.0	24.5	1.0	17.0	4.1	37.6
	S4	6.0	26.3	4.5	38.0	6.0	32.0	4.1	35.9	1.0	21.0	1.0	13.0	3.9	35.7
	S5	5.0	37.2	4.6	39.4	4.0	42.3	3.9	39.1	2.8	38.5	1.0	17.0	4.0	39.1
	S6	2.0	30.5	2.1	31.2	2.0	32.0	1.8	34.0	3.3	34.3	1.0	17.0	2.1	32.3
	S7	2.0	29.5	2.1	29.9	3.0	28.7	1.8	30.3	2.5	30.3	0.0	-	2.0	30.0
	All Grades	33.0	30.6	28.0	36.8	29.0	35.8	24.1	36.5	13.3	30.8	6.0	13.0	24.4	35.8

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	36.1	5.0	35.6	-	-	3.2	33.6	2.5	23.0	3.6	25.9	4.5	34.1
	S2	4.0	38.5	5.1	37.5	-	-	3.0	36.5	3.5	22.0	3.6	26.5	4.5	35.9
	S3	4.0	38.4	5.1	37.8	-	-	3.0	37.6	2.5	24.2	3.4	27.5	4.5	36.5
	S4	4.0	36.3	5.0	37.6	-	-	5.2	29.6	2.5	23.4	3.2	27.4	4.6	35.3
	S5	4.0	39.0	5.0	37.4	-	-	5.6	34.1	4.0	24.1	3.4	25.3	4.8	35.5
	S6	2.0	30.5	2.3	30.8	-	-	3.8	35.7	7.0	29.7	3.2	23.2	2.8	30.4
	S7	2.0	29.8	2.3	27.9	-	-	3.8	31.2	5.5	26.0	1.8	19.7	2.6	27.7
	All Grades	24.0	36.4	29.8	36.0	-	-	27.6	33.6	27.5	25.5	22.4	25.3	28.3	34.2
Wong Tai Sin	S1	3.0	30.0	4.5	36.2	-	-	6.0	39.8	2.0	30.5	-	-	4.3	36.0
	S2	3.0	28.3	4.8	37.2	-	-	6.0	39.8	2.0	21.5	-	-	4.5	36.6
	S3	4.0	35.5	4.9	38.1	-	-	6.0	41.7	2.0	26.5	-	-	4.7	37.8
	S4	4.0	29.8	4.8	37.3	-	-	6.0	35.0	1.5	26.3	-	-	4.5	36.7
	S5	4.0	34.3	4.5	39.7	-	-	6.0	33.0	2.0	27.5	-	-	4.4	38.7
	S6	2.0	29.5	2.0	30.7	-	-	3.0	29.3	2.5	37.6	-	-	2.1	31.2
	S7	2.0	28.5	2.0	29.7	-	-	3.0	23.0	1.5	29.7	-	-	2.0	29.3
	All Grades	22.0	31.3	27.5	36.6	-	-	36.0	35.9	13.5	28.9	-	-	26.6	36.1
Kwun Tong	S1	4.5	37.8	4.8	36.1	6.0	37.5	4.0	30.5	0.0	-	-	-	4.6	35.3
	S2	4.5	39.4	4.9	38.0	6.0	38.5	4.1	32.7	0.0	-	-	-	4.6	37.2
	S3	4.5	38.4	5.0	37.7	6.0	40.7	4.6	32.2	0.0	-	-	-	4.8	36.8
	S4	4.5	37.8	5.0	36.1	6.0	39.3	4.3	37.3	2.0	21.0	-	-	4.8	36.3
	S5	4.5	39.2	4.7	38.2	6.0	44.8	4.3	40.8	4.0	32.5	-	-	4.6	38.8
	S6	2.5	29.8	2.0	31.5	2.0	35.0	1.9	33.4	2.0	40.0	-	-	2.0	32.1
	S7	2.5	29.4	2.0	30.6	2.0	34.5	1.7	31.6	2.0	36.0	-	-	2.0	30.9
	All Grades	27.5	36.9	28.6	36.3	34.0	39.5	24.9	34.4	10.0	32.4	-	-	27.5	36.1

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	6.0	31.7	4.8	35.9	-	-	4.3	28.3	-	-	-	-	4.7	33.7
	S2	6.0	31.5	4.8	36.6	-	-	4.4	27.3	-	-	-	-	4.7	33.9
	S3	5.0	41.0	5.2	36.5	-	-	4.3	30.1	-	-	-	-	4.9	35.1
	S4	5.0	39.2	5.2	35.7	-	-	4.4	29.3	-	-	-	-	4.9	34.1
	S5	5.0	39.2	4.3	39.6	-	-	5.1	29.3	-	-	-	-	4.6	36.2
	S6	2.0	30.0	2.0	31.8	-	-	1.4	27.4	-	-	-	-	1.8	30.8
	S7	2.0	30.0	2.0	29.5	-	-	1.1	27.7	-	-	-	-	1.7	29.2
	All Grades	31.0	35.4	28.3	35.9	-	-	24.9	28.7	-	-	-	-	27.4	34.0
Sha Tin	S1	4.5	37.4	4.4	34.4	-	-	3.3	33.6	6.0	19.4	6.0	29.8	4.4	33.5
	S2	4.5	39.1	4.4	35.9	-	-	3.4	32.9	5.5	20.9	6.0	29.2	4.3	34.7
	S3	4.5	39.3	4.7	36.2	-	-	3.3	34.3	5.5	21.3	6.0	29.2	4.5	35.2
	S4	5.0	34.7	4.7	35.3	-	-	3.6	31.5	6.0	17.8	6.0	29.7	4.7	33.8
	S5	5.0	39.9	4.7	37.6	-	-	2.7	32.8	5.0	17.2	6.0	28.5	4.5	36.2
	S6	2.0	32.8	2.1	30.5	-	-	3.1	30.5	4.5	14.6	9.0	18.1	2.5	28.5
	S7	2.0	30.0	2.1	29.5	-	-	2.9	28.6	4.0	11.8	9.0	16.2	2.4	27.2
	All Grades	27.5	37.1	27.1	35.0	-	-	22.3	32.1	36.5	17.9	48.0	24.7	27.2	33.5
Tai Po	S1	1.5	22.3	4.0	34.0	-	-	4.5	32.1	0.0	-	-	-	3.7	33.4
	S2	3.5	23.9	4.1	35.1	-	-	4.5	30.3	0.0	-	-	-	3.9	33.8
	S3	4.0	29.5	4.3	36.0	-	-	5.0	37.0	0.0	-	-	-	4.2	35.6
	S4	4.0	29.5	4.5	35.2	-	-	5.0	37.4	0.0	-	-	-	4.3	35.0
	S5	4.5	38.9	5.1	38.0	-	-	5.0	40.3	6.0	18.7	-	-	5.1	37.3
	S6	2.0	30.5	2.1	31.7	-	-	2.0	33.0	3.0	23.7	-	-	2.1	31.2
	S7	2.0	31.3	2.1	29.8	-	-	2.0	33.3	1.0	23.0	-	-	2.0	30.1
	All Grades	21.5	30.3	26.3	35.0	-	-	28.0	35.3	10.0	20.6	-	-	25.3	34.4

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	26.2	4.9	35.9	-	-	5.0	39.6	0.0	-	2.0	12.5	4.4	35.0
	S2	3.0	27.8	4.9	37.9	-	-	5.0	39.8	0.0	-	1.0	18.0	4.3	37.2
	S3	4.0	33.0	4.8	38.6	-	-	5.0	41.4	0.0	-	1.0	9.0	4.4	38.0
	S4	5.0	34.5	5.1	37.2	-	-	5.0	41.8	0.0	-	1.0	4.0	4.6	36.8
	S5	4.5	35.1	4.9	38.6	-	-	5.0	43.8	3.0	35.7	0.0	-	4.6	38.5
	S6	2.0	30.0	2.0	31.8	-	-	2.0	33.0	2.0	42.5	0.0	-	1.9	32.2
	S7	2.0	29.8	2.0	30.4	-	-	2.0	32.0	4.0	36.0	0.0	-	2.0	30.9
	All Grades	23.5	31.7	28.6	36.7	-	-	29.0	40.1	9.0	37.3	5.0	11.2	26.2	36.3
Yuen Long	S1	5.0	37.5	4.9	35.4	-	-	5.3	28.8	0.0	-	-	-	4.0	34.9
	S2	5.0	39.9	4.9	37.1	-	-	5.5	28.4	0.0	-	-	-	4.0	36.4
	S3	5.0	39.9	5.1	37.4	-	-	5.3	30.8	0.0	-	-	-	4.1	36.9
	S4	5.3	37.4	5.4	35.6	-	-	5.3	32.4	0.3	15.7	-	-	4.4	35.2
	S5	5.0	39.6	4.7	39.6	-	-	3.8	36.3	2.7	26.0	-	-	4.3	37.7
	S6	2.3	30.8	1.7	31.0	-	-	1.8	31.4	1.4	34.2	-	-	1.7	31.5
	S7	2.3	29.3	1.7	30.5	-	-	1.5	32.0	1.3	29.5	-	-	1.7	30.3
	All Grades	29.8	37.5	28.5	36.2	-	-	28.3	31.1	5.8	28.3	-	-	24.2	35.5
Tuen Mun	S1	5.0	37.1	4.2	33.7	-	-	-	-	-	-	-	-	4.3	33.9
	S2	5.0	39.4	4.4	35.6	-	-	-	-	-	-	-	-	4.5	35.9
	S3	5.0	40.3	4.7	36.5	-	-	-	-	-	-	-	-	4.7	36.7
	S4	5.0	40.6	4.9	35.6	-	-	-	-	-	-	-	-	4.9	35.9
	S5	5.0	40.4	4.6	39.3	-	-	-	-	-	-	-	-	4.6	39.3
	S6	2.5	31.0	1.8	32.2	-	-	-	-	-	-	-	-	1.9	32.1
	S7	2.5	30.2	1.8	30.6	-	-	-	-	-	-	-	-	1.9	30.6
	All Grades	30.0	38.1	26.5	35.5	-	-	-	-	-	-	-	-	26.7	35.7

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	5.0	38.0	4.8	36.9	-	-	-	-	-	-	-	-	4.8	37.0
	S2	5.0	40.4	4.8	38.5	-	-	-	-	-	-	-	-	4.8	38.6
	S3	5.0	39.8	4.8	39.6	-	-	-	-	-	-	-	-	4.8	39.6
	S4	5.0	39.4	5.0	36.9	-	-	-	-	-	-	-	-	5.0	37.1
	S5	5.0	40.8	4.5	39.8	-	-	-	-	-	-	-	-	4.5	39.9
	S6	3.0	30.0	1.9	31.3	-	-	-	-	-	-	-	-	2.0	31.2
	S7	3.0	29.0	1.9	29.7	-	-	-	-	-	-	-	-	2.0	29.6
	All Grades	31.0	37.7	27.8	37.2	-	-	-	-	-	-	-	-	28.1	37.3
Kwai Tsing	S1	-	-	4.6	36.7	-	-	-	-	-	-	-	-	4.6	36.7
	S2	-	-	4.6	38.2	-	-	-	-	-	-	-	-	4.6	38.2
	S3	-	-	4.8	38.5	-	-	-	-	-	-	-	-	4.8	38.5
	S4	-	-	5.1	35.6	-	-	-	-	-	-	-	-	5.1	35.6
	S5	-	-	4.6	39.9	-	-	-	-	-	-	-	-	4.6	39.9
	S6	-	-	2.0	31.3	-	-	-	-	-	-	-	-	2.0	31.3
	S7	-	-	2.0	30.2	-	-	-	-	-	-	-	-	2.0	30.2
	All Grades	-	-	27.9	36.7	-	-	-	-	-	-	-	-	27.9	36.7
Islands	S1	3.0	36.0	4.7	35.3	-	-	2.0	28.0	1.3	26.8	-	-	3.2	33.4
	S2	3.0	40.0	4.7	38.2	-	-	2.0	30.7	3.3	14.7	-	-	3.6	32.3
	S3	3.0	37.7	4.7	36.9	-	-	2.0	31.3	2.0	14.3	-	-	3.3	33.0
	S4	4.0	32.8	4.8	34.8	-	-	3.3	24.5	0.3	20.0	-	-	3.4	31.9
	S5	3.0	40.0	4.3	37.9	-	-	4.0	30.7	0.3	14.0	-	-	3.2	35.4
	S6	1.0	29.0	2.0	31.8	-	-	1.3	33.3	0.0	-	-	-	1.3	31.9
	S7	1.0	23.0	2.0	29.8	-	-	1.3	28.0	0.0	-	-	-	1.3	29.0
	All Grades	18.0	35.8	27.2	35.7	-	-	16.0	29.1	7.3	17.0	-	-	19.3	32.8

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	4.3	35.9	4.6	35.2	4.0	30.9	3.9	32.9	1.2	23.6	4.2	24.0	4.3	34.3
	S2	4.4	36.9	4.7	36.9	4.3	36.8	4.0	33.1	1.5	20.6	4.1	24.6	4.3	35.7
	S3	4.5	37.6	4.8	37.3	4.3	39.1	4.0	34.7	1.2	21.2	4.0	24.5	4.4	36.3
	S4	4.7	36.1	4.9	35.9	4.5	37.2	4.3	32.9	1.2	20.3	3.6	24.2	4.5	34.9
	S5	4.7	38.4	4.6	38.5	4.5	43.2	4.3	34.8	2.7	25.4	3.4	24.4	4.4	37.1
	S6	2.3	30.5	2.1	31.3	2.0	34.3	2.1	32.1	2.2	29.7	3.5	21.9	2.1	30.6
	S7	2.3	28.9	2.1	29.6	2.3	31.1	2.0	29.1	2.0	26.6	2.8	19.8	2.1	28.8
	All Grades	27.2	35.8	27.7	35.8	25.8	36.8	24.5	33.2	12.0	24.6	25.7	23.5	26.2	34.7

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2009.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

Table 1: Number of Primary Schools by District and by Sector, 2010/11 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	16	1	5	6	30
Wan Chai	3	13	0	7	4	27
Eastern	4	23	2	2	7	38
Southern	2	11	1	3	5	22
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	8	0	32
Kowloon City	4	27	2	11	9	53
Wong Tai Sin	1	27	0	3	0	31
Kwun Tong	2	30	1	1	0	34
Sai Kung	1	21	4	1	1	28
Sha Tin	1	38	2	2	1	44
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	43	2	1	1	50
Tuen Mun	1	35	1	1	0	38
Tsuen Wan	2	19	0	2	0	23
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	1	2	19
All Districts	34	428	21	49	40	572

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

(2) International schools include English Schools Foundation schools.

Table 2: Average Number of Operating Classes and Average Class Size in Primary Schools by District, by Grade and by Sector, 2010/11 School Year

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	22.3	2.9	25.0	3.0	32.0	2.4	25.7	1.6	22.8	2.5	25.0
	P2	2.0	24.3	2.9	25.8	3.0	32.0	2.4	25.2	1.4	26.1	2.5	25.9
	P3	2.0	25.3	2.7	27.5	3.0	30.0	2.4	27.3	2.4	22.0	2.6	26.5
	P4	2.0	28.8	2.8	29.8	3.0	29.0	2.6	23.8	2.2	23.4	2.6	27.6
	P5	2.0	31.8	2.9	31.2	3.0	30.0	2.6	23.9	2.2	22.5	2.7	28.6
	P6	2.0	30.8	2.9	32.3	3.0	29.3	2.4	26.2	2.0	24.7	2.6	29.9
	All Grades	12.0	27.2	17.1	28.6	18.0	30.4	14.8	25.3	11.8	23.4	15.3	27.3
Wan Chai	P1	6.5	23.8	3.2	27.1	-	-	3.0	31.6	5.0	25.1	3.7	27.2
	P2	6.5	24.8	3.1	27.7	-	-	3.0	32.0	5.3	25.1	3.7	27.7
	P3	6.5	29.5	3.0	30.1	-	-	2.5	33.4	5.0	26.2	3.4	29.9
	P4	5.5	32.8	3.2	33.6	-	-	2.7	32.0	5.0	26.0	3.5	31.8
	P5	6.5	32.5	3.2	34.4	-	-	2.7	35.1	4.7	26.6	3.5	32.9
	P6	7.0	32.3	3.3	33.5	-	-	2.7	31.9	4.7	25.9	3.6	31.7
	All Grades	38.5	29.2	18.8	31.1	-	-	16.5	32.6	29.7	25.8	21.3	30.2
Eastern	P1	3.8	24.4	3.4	25.7	3.0	26.3	4.0	33.3	3.1	20.1	3.4	24.9
	P2	3.8	24.1	3.3	26.4	3.0	26.7	4.0	29.8	2.6	21.9	3.2	25.5
	P3	3.8	26.2	3.3	27.8	3.0	28.3	5.0	23.6	2.6	22.7	3.2	26.7
	P4	3.8	30.1	3.3	29.1	3.0	30.0	4.0	28.5	2.6	21.8	3.2	28.2
	P5	3.8	34.0	3.6	30.9	3.0	29.3	5.0	22.2	2.4	22.7	3.4	29.8
	P6	3.5	34.0	3.6	31.1	2.0	31.3	3.0	25.0	2.6	22.8	3.3	30.0
	All Grades	22.3	28.7	20.6	28.6	17.0	28.5	25.0	26.8	15.7	22.1	19.8	27.6

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	2.5	24.4	2.5	24.1	5.0	30.0	6.3	21.9	6.7	21.3	4.2	22.8
	P2	3.0	23.7	2.7	24.7	5.0	30.6	5.7	22.6	5.2	23.3	3.9	24.1
	P3	3.0	26.3	2.6	27.0	5.0	29.6	6.0	23.6	4.5	23.8	3.7	25.4
	P4	2.5	28.6	2.7	27.8	4.0	31.0	5.0	22.7	4.5	24.3	3.5	25.9
	P5	2.5	31.2	2.9	30.6	4.0	30.3	4.3	24.5	4.7	24.5	3.6	27.6
	P6	3.0	32.0	3.1	31.6	4.0	29.3	4.0	25.0	4.3	24.3	3.6	28.2
	All Grades	16.5	27.7	16.5	27.8	27.0	30.1	31.3	23.2	29.8	23.4	22.4	25.6
Yau Tsim Mong	P1	2.3	19.0	3.4	29.4	4.5	29.2	-	-	-	-	3.4	28.4
	P2	2.3	22.9	3.4	29.3	4.5	29.6	-	-	-	-	3.4	28.7
	P3	2.0	24.3	3.8	29.5	4.0	29.6	-	-	-	-	3.6	29.1
	P4	1.7	28.8	3.8	32.1	2.5	33.6	-	-	-	-	3.4	32.0
	P5	3.7	27.1	4.2	32.8	2.5	34.0	-	-	-	-	4.0	32.2
	P6	3.3	30.9	4.0	33.5	2.5	30.4	-	-	-	-	3.8	33.0
	All Grades	15.3	25.9	22.6	31.2	20.5	30.6	-	-	-	-	21.5	30.6
Sham Shui Po	P1	3.7	22.6	3.7	28.3	3.3	27.3	3.5	29.0	0.0	-	3.5	27.8
	P2	3.7	24.2	3.6	28.2	3.3	28.1	3.3	27.5	0.0	-	3.4	27.6
	P3	4.0	28.3	3.5	29.8	3.0	30.9	3.5	29.2	0.0	-	3.4	29.6
	P4	4.0	30.8	3.5	32.9	3.0	32.0	3.3	29.8	5.0	29.6	3.5	31.7
	P5	4.7	31.5	3.9	33.6	3.0	31.4	3.3	31.7	5.0	30.0	3.8	32.7
	P6	5.0	31.4	3.8	33.5	2.3	33.4	2.6	30.7	5.0	29.6	3.5	32.5
	All Grades	25.0	28.5	22.0	31.1	18.0	30.3	19.4	29.6	15.0	29.7	21.1	30.4

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	26.4	3.2	26.6	4.5	30.4	3.4	28.9	2.6	22.1	3.2	26.5
	P2	4.5	26.4	3.3	27.1	4.0	27.3	3.2	29.1	2.1	22.1	3.1	26.7
	P3	4.5	31.1	3.2	28.8	4.0	29.0	3.3	28.9	2.1	23.6	3.1	28.3
	P4	4.5	33.1	3.1	30.5	3.5	30.1	3.3	29.7	1.7	22.2	2.9	29.6
	P5	4.5	33.3	3.3	32.5	2.5	31.6	3.5	30.4	1.6	23.2	3.0	31.0
	P6	4.5	33.7	3.1	32.9	2.5	30.0	3.5	29.4	1.7	22.6	2.9	30.8
	All Grades	27.0	30.7	19.0	29.7	21.0	29.6	20.1	29.4	11.7	22.6	18.3	28.8
Wong Tai Sin	P1	3.0	21.0	3.3	24.0	-	-	4.3	31.2	-	-	3.4	24.8
	P2	2.0	23.0	3.4	25.0	-	-	4.0	31.9	-	-	3.4	25.7
	P3	2.0	28.5	3.3	27.0	-	-	4.0	33.5	-	-	3.3	27.7
	P4	3.0	26.7	3.3	29.5	-	-	4.0	31.1	-	-	3.4	29.6
	P5	4.0	23.3	3.5	31.2	-	-	4.3	33.3	-	-	3.6	31.2
	P6	4.0	31.8	3.6	31.3	-	-	4.0	31.7	-	-	3.6	31.3
	All Grades	18.0	25.9	20.4	28.0	-	-	24.7	32.1	-	-	20.8	28.5
Kwun Tong	P1	4.5	25.4	4.3	25.6	4.0	15.5	3.0	38.7	-	-	4.3	25.6
	P2	4.5	25.4	4.3	26.6	3.0	14.3	3.0	31.7	-	-	4.3	26.4
	P3	4.5	30.2	4.0	28.9	3.0	24.7	3.0	32.0	-	-	3.9	29.0
	P4	4.5	30.8	3.8	32.1	4.0	23.0	3.0	28.3	-	-	3.9	31.6
	P5	4.5	31.8	4.3	32.7	4.0	28.8	3.0	30.3	-	-	4.3	32.5
	P6	3.5	30.6	4.3	32.4	4.0	23.3	3.0	30.3	-	-	4.2	32.0
	All Grades	26.0	29.0	25.1	29.7	22.0	21.8	18.0	31.9	-	-	24.9	29.5

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	3.0	18.7	3.5	22.1	4.0	27.5	3.0	35.7	4.0	30.0	3.5	23.6
	P2	4.0	23.5	3.6	22.9	4.0	28.9	3.0	36.7	4.0	30.0	3.6	24.5
	P3	3.0	23.0	3.5	26.2	4.0	31.2	3.0	36.3	4.0	29.8	3.5	27.4
	P4	3.0	25.3	3.5	28.5	4.8	30.2	3.0	36.3	4.0	30.0	3.7	29.0
	P5	4.0	27.3	3.8	30.3	4.8	31.6	3.0	37.0	4.0	30.0	3.9	30.6
	P6	5.0	28.2	4.0	29.7	2.0	23.5	3.0	34.3	4.0	30.0	3.7	29.3
	All Grades	22.0	24.8	21.8	26.7	23.5	29.4	18.0	36.1	24.0	30.0	22.0	27.4
Sha Tin	P1	4.0	26.3	3.5	25.3	4.5	30.6	5.0	24.3	5.0	30.0	3.7	25.7
	P2	5.0	25.4	3.4	26.0	4.5	30.8	4.0	26.8	5.0	30.0	3.6	26.5
	P3	5.0	30.8	3.2	28.2	4.5	31.6	4.0	26.6	5.0	30.0	3.4	28.5
	P4	5.0	31.6	3.2	30.8	4.5	30.2	4.5	27.1	5.0	30.0	3.4	30.5
	P5	5.0	32.0	3.5	31.1	5.0	31.2	4.5	28.0	5.0	29.6	3.7	30.9
	P6	5.0	32.2	3.5	31.1	3.5	29.3	4.5	27.9	5.0	30.0	3.6	30.9
	All Grades	29.0	29.8	20.4	28.8	26.5	30.7	26.5	26.7	30.0	29.9	21.3	28.8
Tai Po	P1	2.0	18.5	3.7	24.3	-	-	-	-	2.7	24.4	3.5	24.2
	P2	2.0	20.0	3.7	24.2	-	-	-	-	2.3	23.6	3.4	24.0
	P3	2.0	29.0	3.3	29.0	-	-	-	-	2.3	23.7	3.1	28.4
	P4	2.0	28.5	3.5	28.9	-	-	-	-	2.7	22.9	3.3	28.2
	P5	3.0	30.7	3.6	31.3	-	-	-	-	2.0	20.8	3.3	30.4
	P6	3.0	32.7	3.5	31.2	-	-	-	-	2.3	22.0	3.3	30.3
	All Grades	14.0	27.3	21.3	28.1	-	-	-	-	14.3	23.0	20.0	27.5

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	4.0	25.3	3.6	28.7	-	-	-	-	-	-	3.6	28.6
	P2	4.0	25.0	3.5	28.2	-	-	-	-	-	-	3.5	28.0
	P3	3.0	29.0	3.4	30.1	-	-	-	-	-	-	3.4	30.1
	P4	2.0	32.0	3.3	32.7	-	-	-	-	-	-	3.3	32.7
	P5	5.0	32.6	3.3	33.1	-	-	-	-	-	-	3.4	33.1
	P6	4.0	32.3	3.3	33.7	-	-	-	-	-	-	3.3	33.6
	All Grades	22.0	29.3	20.3	31.0	-	-	-	-	-	-	20.4	30.9
Yuen Long	P1	5.0	25.5	3.3	24.2	4.0	26.8	2.0	13.0	1.0	11.0	3.4	24.2
	P2	5.0	27.5	3.4	25.1	3.0	28.0	2.0	14.0	1.0	6.0	3.4	25.2
	P3	5.0	29.0	3.6	26.1	2.5	30.0	2.0	17.0	1.0	14.0	3.6	26.2
	P4	4.7	30.6	3.4	30.2	2.5	26.4	2.0	18.5	1.0	7.0	3.4	29.8
	P5	5.0	31.2	3.7	30.7	2.5	30.6	2.0	20.0	1.0	11.0	3.6	30.5
	P6	4.7	29.4	3.8	30.9	2.5	26.2	2.0	17.5	1.0	20.0	3.7	30.5
	All Grades	29.3	28.8	21.2	27.9	17.0	27.9	12.0	16.7	6.0	11.5	21.0	27.8
Tuen Mun	P1	4.0	25.8	3.6	23.8	4.0	29.3	1.0	6.0	-	-	3.6	23.9
	P2	4.0	23.3	3.5	24.8	4.0	29.8	1.0	2.0	-	-	3.5	24.8
	P3	4.0	27.8	3.7	25.8	4.0	30.5	1.0	2.0	-	-	3.6	25.9
	P4	4.0	31.0	3.6	29.6	4.0	31.5	1.0	8.0	-	-	3.5	29.5
	P5	4.0	32.5	4.0	30.3	4.0	30.8	1.0	13.0	-	-	3.9	30.2
	P6	4.0	30.8	3.8	30.1	4.0	28.3	1.0	9.0	-	-	3.7	29.9
	All Grades	24.0	28.5	22.2	27.5	24.0	30.0	6.0	6.7	-	-	21.8	27.4

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	27.8	3.3	27.1	-	-	1.0	4.5	-	-	3.2	26.6
	P2	5.0	27.5	3.3	27.8	-	-	0.5	6.0	-	-	3.2	27.4
	P3	5.0	29.6	3.3	28.9	-	-	0.5	6.0	-	-	3.2	28.7
	P4	5.0	32.2	3.3	32.4	-	-	0.5	6.0	-	-	3.2	32.0
	P5	5.0	31.2	3.4	33.5	-	-	1.0	7.0	-	-	3.3	32.5
	P6	5.0	32.4	3.3	33.9	-	-	0.5	16.0	-	-	3.2	33.5
	All Grades	30.0	30.1	19.9	30.6	-	-	4.0	7.1	-	-	19.4	30.1
Kwai Tsing	P1	-	-	3.7	25.3	3.0	30.3	-	-	-	-	3.7	25.5
	P2	-	-	3.7	25.8	3.0	33.7	-	-	-	-	3.7	26.1
	P3	-	-	3.7	28.0	3.0	32.7	-	-	-	-	3.6	28.2
	P4	-	-	3.5	30.7	3.0	29.0	-	-	-	-	3.5	30.7
	P5	-	-	3.8	32.3	3.0	34.3	-	-	-	-	3.8	32.3
	P6	-	-	3.7	33.6	0.0	-	-	-	-	-	3.5	33.6
	All Grades	-	-	22.1	29.3	15.0	32.0	-	-	-	-	21.9	29.4
Islands	P1	-	-	2.5	21.3	-	-	3.0	29.7	2.0	23.5	2.5	22.1
	P2	-	-	2.6	23.6	-	-	3.0	30.0	2.0	24.3	2.5	24.1
	P3	-	-	2.5	25.7	-	-	3.0	30.0	2.3	21.9	2.5	25.4
	P4	-	-	2.4	28.9	-	-	3.0	30.0	2.0	21.8	2.4	28.1
	P5	-	-	2.6	29.7	-	-	3.0	29.7	2.0	20.0	2.5	28.5
	P6	-	-	2.6	29.2	-	-	3.0	30.0	1.7	23.8	2.5	28.7
	All Grades	-	-	15.1	26.4	-	-	18.0	29.9	12.0	22.5	14.8	26.1

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
All Districts	P1	3.8	24.4	3.4	25.4	3.9	28.1	3.4	27.8	3.3	22.5	3.5	25.5
	P2	3.9	25.1	3.4	26.0	3.7	28.6	3.2	27.9	2.8	23.7	3.4	26.1
	P3	3.8	28.5	3.4	27.9	3.6	30.2	3.2	28.4	2.8	24.0	3.4	27.8
	P4	3.7	30.9	3.4	30.6	3.5	30.0	3.1	28.3	2.8	24.0	3.3	30.0
	P5	4.2	31.4	3.6	31.7	3.5	31.2	3.2	29.4	2.7	24.2	3.5	31.1
	P6	4.2	31.8	3.6	31.9	2.5	28.5	3.0	28.9	2.7	24.5	3.4	31.1
	All Grades	23.7	28.7	20.8	29.0	20.8	29.4	19.0	28.4	17.0	23.8	20.5	28.6

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2010.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

Table 1: Number of Secondary Day Schools by District and by Sector, 2010/11 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	5	18
Wan Chai	3	9	1	2	0	2	17
Eastern	4	24	0	4	1	7	40
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	2	0	20
Sham Shui Po	1	15	1	9	5	1	32
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	2	0	37
Sai Kung	1	18	0	8	1	0	28
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	5	17	0	56
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	62	42	27	533

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

(2) International schools include English Schools Foundation schools.

Table 2: Average Number of Operating Classes and Average Class Size in Secondary Day Schools by District, by Grade and by Sector, 2010/11
School Year

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	5.0	35.0	4.5	34.5	-	-	3.8	33.5	0.0	-	4.0	26.6	4.0	32.9
	S2	5.0	37.4	4.6	37.5	-	-	3.8	33.4	0.0	-	4.3	25.3	4.1	34.3
	S3	5.0	37.6	4.6	38.2	-	-	3.8	32.1	0.0	-	4.3	23.9	4.1	34.2
	S4	5.0	38.6	4.9	35.1	-	-	3.8	30.5	0.0	-	4.3	23.9	4.2	32.3
	S5	5.0	36.0	4.9	34.0	-	-	3.5	27.9	0.0	-	4.3	23.2	4.2	31.0
	S6	4.0	30.3	2.6	29.8	-	-	2.0	29.0	1.0	39.0	3.3	25.1	2.6	28.8
	S7	4.0	28.3	2.6	28.6	-	-	2.0	24.6	1.0	33.0	3.3	20.4	2.6	26.1
	All Grades	33.0	35.1	28.8	34.6	-	-	22.5	30.7	2.0	36.0	28.0	24.1	25.8	31.8
Wan Chai	S1	4.3	35.9	4.4	32.5	2.0	11.0	3.0	38.5	0.0	-	5.5	22.5	4.0	31.5
	S2	4.3	37.8	4.6	34.3	2.0	15.5	3.0	38.7	0.0	-	4.5	23.0	3.9	33.4
	S3	4.3	38.1	4.7	34.5	2.0	29.5	3.0	38.5	0.0	-	4.0	24.0	3.9	34.2
	S4	4.3	38.5	4.7	34.8	2.0	36.5	6.0	28.5	0.0	-	4.0	19.6	4.3	32.9
	S5	4.3	35.8	4.7	32.3	2.0	38.0	11.0	24.8	1.0	11.0	2.0	22.5	4.7	30.3
	S6	3.0	30.4	2.7	30.4	2.0	31.0	2.0	33.0	3.0	28.3	2.5	16.2	2.6	29.0
	S7	3.0	26.4	2.7	26.8	2.0	36.5	2.0	20.8	2.0	29.0	2.0	18.8	2.5	26.0
	All Grades	27.7	35.3	28.3	32.7	14.0	28.3	30.0	29.9	6.0	25.7	24.5	21.4	25.9	31.4
Eastern	S1	4.5	35.8	4.1	31.4	-	-	4.0	31.1	-	-	2.9	22.8	3.9	30.8
	S2	4.5	37.9	4.4	33.9	-	-	4.0	36.3	-	-	3.0	19.1	4.1	32.7
	S3	4.5	38.3	4.5	35.1	-	-	4.0	34.3	-	-	2.7	19.1	4.2	33.5
	S4	4.5	38.1	4.5	35.7	-	-	4.3	36.5	-	-	2.1	19.5	4.1	34.5
	S5	4.5	37.1	4.6	32.4	-	-	4.3	34.5	-	-	2.0	18.5	4.1	31.9
	S6	2.5	31.5	1.9	31.5	-	-	2.3	32.1	-	-	1.7	21.9	2.0	30.1
	S7	2.5	29.5	1.9	29.8	-	-	2.3	28.1	-	-	0.9	21.5	1.8	28.8
	All Grades	27.5	36.2	26.0	33.3	-	-	25.0	33.8	-	-	15.3	20.2	24.2	32.2

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	4.1	29.8	-	-	5.5	31.6	3.5	24.6	7.0	26.0	4.7	28.6
	S2	-	-	4.1	31.2	-	-	5.5	32.5	4.0	21.5	7.3	25.5	4.8	29.0
	S3	-	-	4.1	34.7	-	-	6.0	29.8	3.0	24.3	7.3	25.7	4.8	31.1
	S4	-	-	4.5	32.5	-	-	5.5	32.3	3.0	22.2	7.0	26.4	4.9	30.3
	S5	-	-	4.5	31.0	-	-	5.0	26.0	2.5	25.4	6.8	24.9	4.8	28.7
	S6	-	-	1.8	30.6	-	-	1.5	29.7	2.5	17.6	7.0	23.3	2.8	26.1
	S7	-	-	1.8	28.3	-	-	1.5	26.3	0.0	-	7.3	21.4	2.6	24.7
	All Grades	-	-	24.9	31.5	-	-	30.5	30.3	18.5	22.6	49.5	24.7	29.3	28.8
Yau Tsim Mong	S1	4.5	34.3	4.3	33.8	4.0	22.8	2.7	36.9	-	-	-	-	4.1	33.6
	S2	4.5	36.0	4.3	36.2	4.0	31.8	2.7	39.0	-	-	-	-	4.1	36.2
	S3	4.5	37.0	4.3	38.0	4.0	40.0	2.7	36.1	-	-	-	-	4.1	37.8
	S4	4.5	33.4	4.9	36.9	4.0	37.3	2.7	36.8	-	-	-	-	4.4	36.5
	S5	4.5	34.0	4.8	35.4	4.0	37.5	2.7	32.3	-	-	-	-	4.3	35.0
	S6	1.5	32.0	2.9	32.1	2.0	33.5	1.0	32.7	-	-	-	-	2.4	32.2
	S7	1.5	27.0	3.1	29.8	2.0	32.5	1.0	28.3	-	-	-	-	2.5	29.7
	All Grades	25.5	34.3	28.7	35.0	24.0	33.7	15.3	35.5	-	-	-	-	25.8	34.9
Sham Shui Po	S1	6.0	30.2	4.7	34.1	5.0	34.8	4.0	33.1	1.2	23.7	1.0	8.0	3.9	33.0
	S2	6.0	30.5	4.6	35.5	4.0	37.5	4.2	35.1	1.2	22.7	1.0	10.0	3.9	34.4
	S3	6.0	27.2	4.6	37.7	5.0	37.8	4.1	36.1	1.0	24.8	1.0	15.0	3.9	36.1
	S4	6.0	27.7	4.3	37.2	6.0	32.7	4.0	37.8	1.2	20.0	1.0	16.0	3.8	35.8
	S5	6.0	24.2	4.3	36.1	5.0	36.4	3.9	36.0	2.2	20.2	1.0	18.0	3.8	34.0
	S6	2.0	33.0	1.9	31.6	2.0	30.0	1.8	33.1	3.2	20.8	1.0	18.0	2.1	29.3
	S7	2.0	29.0	1.9	29.4	2.0	31.0	1.8	29.2	4.0	27.2	0.0	-	2.1	28.8
	All Grades	34.0	28.3	26.3	35.3	29.0	34.9	23.8	34.9	14.0	23.2	6.0	14.2	23.5	33.6

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	33.6	4.9	32.6	-	-	2.8	35.3	2.0	21.3	3.6	26.9	4.3	32.1
	S2	4.0	36.5	5.0	35.5	-	-	3.0	35.5	3.5	20.4	3.6	25.1	4.5	34.0
	S3	4.0	37.3	5.1	36.6	-	-	3.0	33.4	3.0	24.5	3.6	25.3	4.5	34.9
	S4	4.0	36.8	5.1	36.7	-	-	4.2	34.0	2.5	24.2	3.4	25.9	4.6	35.1
	S5	4.0	35.3	5.0	35.3	-	-	5.6	32.2	4.5	23.6	3.8	22.4	4.9	33.2
	S6	2.0	30.5	2.3	31.1	-	-	3.8	34.4	6.5	24.5	3.6	22.1	2.8	29.5
	S7	2.0	29.8	2.3	28.5	-	-	3.8	31.3	6.0	29.8	1.8	20.9	2.6	28.6
	All Grades	24.0	34.9	29.8	34.5	-	-	26.2	33.5	28.0	24.7	23.4	24.3	28.2	32.9
Wong Tai Sin	S1	3.0	26.0	4.4	33.6	-	-	6.0	37.2	2.0	31.0	-	-	4.2	33.5
	S2	3.0	34.0	4.5	35.6	-	-	6.0	38.3	2.0	26.5	-	-	4.3	35.4
	S3	3.0	34.0	4.8	36.4	-	-	6.0	37.0	1.5	28.0	-	-	4.5	36.2
	S4	4.0	36.8	4.8	37.7	-	-	6.0	37.8	1.5	33.3	-	-	4.6	37.5
	S5	4.0	25.8	4.7	35.3	-	-	6.0	30.2	2.0	20.5	-	-	4.5	34.2
	S6	2.0	30.0	2.0	30.9	-	-	3.0	30.7	1.5	29.0	-	-	2.0	30.8
	S7	2.0	28.5	2.0	29.3	-	-	3.0	24.0	2.5	34.2	-	-	2.1	29.5
	All Grades	21.0	30.9	27.3	34.9	-	-	36.0	34.6	13.0	29.0	-	-	26.3	34.5
Kwun Tong	S1	4.5	35.9	4.8	33.8	6.0	35.0	3.7	29.4	0.0	-	-	-	4.4	33.3
	S2	4.5	38.6	4.8	36.1	6.0	38.2	4.1	32.5	0.0	-	-	-	4.6	35.7
	S3	4.5	38.1	4.9	37.6	6.0	38.8	4.3	31.5	0.0	-	-	-	4.7	36.6
	S4	4.5	37.9	5.0	36.5	6.0	39.8	4.6	34.0	0.0	-	-	-	4.8	36.2
	S5	4.5	36.3	5.0	34.8	6.0	42.3	4.6	36.4	2.0	27.0	-	-	4.9	35.4
	S6	2.5	30.2	2.0	31.2	2.0	34.5	1.9	33.5	2.0	11.0	-	-	2.0	31.1
	S7	2.5	26.8	2.0	30.6	2.0	33.5	1.7	33.3	2.0	35.0	-	-	2.0	31.0
	All Grades	27.5	35.7	28.7	35.1	34.0	38.3	24.9	33.0	6.0	24.3	-	-	27.4	34.8

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	6.0	27.8	4.6	33.0	-	-	4.0	27.5	-	-	-	-	4.4	31.2
	S2	6.0	32.3	4.8	35.7	-	-	4.1	28.5	-	-	-	-	4.7	33.7
	S3	5.0	37.2	4.8	36.0	-	-	4.4	26.2	-	-	-	-	4.7	33.3
	S4	5.0	41.0	5.2	36.0	-	-	4.8	30.6	-	-	-	-	5.0	34.7
	S5	5.0	38.4	5.2	33.9	-	-	5.8	27.6	-	-	-	-	5.3	32.0
	S6	2.0	30.0	2.0	31.3	-	-	1.4	27.2	-	-	-	-	1.8	30.3
	S7	2.0	29.0	2.0	30.1	-	-	1.4	25.2	-	-	-	-	1.8	28.9
	All Grades	31.0	34.3	28.6	34.3	-	-	25.8	27.9	-	-	-	-	27.8	32.6
Sha Tin	S1	4.5	35.2	4.3	31.3	-	-	3.3	33.3	6.0	19.9	6.0	29.3	4.2	31.0
	S2	4.5	37.1	4.4	34.1	-	-	3.3	33.1	5.5	21.0	6.0	29.3	4.3	33.4
	S3	4.5	38.7	4.4	35.3	-	-	3.4	31.3	5.5	20.2	6.0	29.2	4.3	34.1
	S4	5.0	35.2	4.7	36.0	-	-	3.4	31.5	6.0	18.4	6.0	29.8	4.6	34.4
	S5	5.0	32.9	4.7	33.4	-	-	3.6	28.3	6.0	18.0	6.0	29.0	4.7	31.9
	S6	2.0	33.3	2.1	30.9	-	-	3.4	30.8	5.0	16.4	9.0	17.2	2.5	28.8
	S7	2.0	30.5	2.1	29.2	-	-	3.1	29.4	4.0	15.0	9.0	17.6	2.4	27.5
	All Grades	27.5	35.2	26.6	33.4	-	-	23.6	31.1	38.0	18.6	48.0	24.9	27.1	32.1
Tai Po	S1	1.5	15.0	4.0	30.9	-	-	4.5	22.3	0.0	-	-	-	3.7	29.5
	S2	1.5	19.7	4.0	33.9	-	-	4.5	31.4	0.0	-	-	-	3.7	33.2
	S3	3.0	27.0	4.2	34.5	-	-	5.0	28.3	0.0	-	-	-	4.0	33.3
	S4	3.5	30.0	4.4	35.5	-	-	5.0	38.7	1.0	9.0	-	-	4.2	35.2
	S5	4.0	32.5	4.3	35.8	-	-	5.0	36.7	0.0	-	-	-	4.2	35.6
	S6	2.0	31.5	2.1	31.9	-	-	2.0	32.8	2.0	11.0	-	-	2.1	31.1
	S7	2.0	30.0	2.1	30.5	-	-	2.0	33.3	2.0	26.0	-	-	2.1	30.5
	All Grades	17.5	28.1	25.1	33.7	-	-	28.0	31.9	5.0	16.6	-	-	23.8	33.0

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	24.3	4.9	33.3	-	-	5.0	40.0	0.0	-	3.0	17.7	4.5	32.6
	S2	3.0	26.7	4.9	35.6	-	-	5.0	39.4	0.0	-	2.0	12.0	4.4	34.8
	S3	3.0	27.5	4.8	38.2	-	-	5.0	40.4	0.0	-	1.0	16.0	4.3	37.4
	S4	4.0	29.8	5.2	35.9	-	-	5.0	38.2	0.0	-	1.0	21.0	4.7	35.4
	S5	5.0	30.7	5.1	35.3	-	-	5.0	40.6	2.0	22.0	1.0	2.0	4.8	34.6
	S6	2.0	30.0	2.0	31.8	-	-	2.0	34.0	2.0	20.0	0.0	-	1.9	31.2
	S7	2.0	30.0	2.0	30.5	-	-	2.0	31.5	2.0	41.5	0.0	-	1.9	31.0
	All Grades	22.0	28.5	29.1	35.0	-	-	29.0	38.8	6.0	27.8	8.0	14.5	26.4	34.4
Yuen Long	S1	5.0	34.7	4.9	32.8	-	-	4.8	25.5	0.0	-	-	-	3.9	32.1
	S2	5.0	38.0	4.9	35.3	-	-	4.0	31.1	0.0	-	-	-	3.8	35.1
	S3	5.0	40.3	5.0	36.5	-	-	4.2	28.9	0.1	7.0	-	-	3.9	35.9
	S4	5.3	36.5	5.3	35.6	-	-	4.2	33.5	0.2	29.5	-	-	4.1	35.4
	S5	5.3	37.4	5.4	34.3	-	-	4.2	29.9	1.8	22.6	-	-	4.5	33.2
	S6	2.3	31.8	1.9	31.1	-	-	1.4	31.9	1.7	28.7	-	-	1.8	30.8
	S7	2.3	28.7	1.7	29.9	-	-	1.4	31.9	1.6	31.3	-	-	1.7	30.2
	All Grades	30.0	36.3	29.1	34.4	-	-	24.2	29.9	5.4	27.0	-	-	23.8	33.8
Tuen Mun	S1	5.0	34.8	4.1	31.3	-	-	-	-	-	-	-	-	4.1	31.5
	S2	5.0	37.1	4.2	33.8	-	-	-	-	-	-	-	-	4.2	34.0
	S3	5.0	39.9	4.4	35.4	-	-	-	-	-	-	-	-	4.4	35.6
	S4	5.0	38.9	4.8	35.5	-	-	-	-	-	-	-	-	4.8	35.7
	S5	5.0	41.2	4.8	34.8	-	-	-	-	-	-	-	-	4.8	35.1
	S6	2.5	33.8	1.9	31.9	-	-	-	-	-	-	-	-	1.9	32.0
	S7	2.5	29.8	1.8	30.8	-	-	-	-	-	-	-	-	1.9	30.7
	All Grades	30.0	37.3	26.1	33.8	-	-	-	-	-	-	-	-	26.3	34.0

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	5.0	36.0	4.7	34.5	-	-	-	-	-	-	-	-	4.7	34.6
	S2	5.0	38.6	4.8	37.6	-	-	-	-	-	-	-	-	4.8	37.7
	S3	5.0	39.6	4.8	39.2	-	-	-	-	-	-	-	-	4.8	39.2
	S4	5.0	39.0	5.1	36.6	-	-	-	-	-	-	-	-	5.1	36.8
	S5	5.0	39.0	5.1	35.2	-	-	-	-	-	-	-	-	5.1	35.5
	S6	3.0	34.0	1.9	31.0	-	-	-	-	-	-	-	-	2.0	31.3
	S7	3.0	27.0	1.9	30.3	-	-	-	-	-	-	-	-	2.0	30.0
	All Grades	31.0	36.9	28.3	35.8	-	-	-	-	-	-	-	-	28.5	35.9
Kwai Tsing	S1	-	-	4.5	34.1	-	-	-	-	-	-	-	-	4.5	34.1
	S2	-	-	4.6	36.9	-	-	-	-	-	-	-	-	4.6	36.9
	S3	-	-	4.6	37.4	-	-	-	-	-	-	-	-	4.6	37.4
	S4	-	-	5.1	36.2	-	-	-	-	-	-	-	-	5.1	36.2
	S5	-	-	5.1	34.7	-	-	-	-	-	-	-	-	5.1	34.7
	S6	-	-	2.0	31.7	-	-	-	-	-	-	-	-	2.0	31.7
	S7	-	-	2.0	29.7	-	-	-	-	-	-	-	-	2.0	29.7
	All Grades	-	-	27.9	35.1	-	-	-	-	-	-	-	-	27.9	35.1
Islands	S1	3.0	34.7	4.7	33.4	-	-	2.3	29.9	2.0	25.5	2.0	22.5	3.4	31.7
	S2	3.0	35.7	4.7	34.3	-	-	2.3	29.0	3.5	20.0	2.0	12.5	3.6	30.5
	S3	3.0	38.7	4.7	37.1	-	-	2.7	25.6	3.0	18.0	1.0	21.0	3.5	32.4
	S4	3.0	37.7	5.0	33.5	-	-	3.3	29.3	2.5	19.6	0.0	-	3.7	31.5
	S5	4.0	32.8	4.7	34.6	-	-	4.3	25.8	1.0	12.0	0.0	-	3.6	31.1
	S6	1.0	19.0	2.0	30.8	-	-	1.3	28.0	0.0	-	0.0	-	1.3	29.4
	S7	1.0	27.0	2.0	30.4	-	-	1.3	31.3	0.0	-	0.0	-	1.3	30.4
	All Grades	18.0	34.3	27.7	34.0	-	-	17.7	28.0	12.0	19.7	5.0	18.2	20.5	31.2

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	4.3	33.4	4.5	32.7	4.3	29.2	3.8	31.2	1.2	23.4	4.0	24.9	4.2	32.0
	S2	4.3	36.0	4.6	35.1	4.0	33.6	3.8	33.3	1.4	21.6	4.0	23.4	4.3	34.2
	S3	4.4	37.0	4.6	36.4	4.3	37.7	3.9	31.8	1.3	22.1	3.8	23.9	4.3	35.2
	S4	4.5	36.2	4.9	36.0	4.5	36.5	4.2	33.7	1.3	21.5	3.6	24.2	4.5	35.0
	S5	4.7	35.1	4.9	34.4	4.3	38.9	4.6	31.1	2.2	21.2	3.4	22.8	4.6	33.3
	S6	2.3	31.3	2.1	31.3	2.0	32.3	2.1	31.7	2.5	22.8	3.3	21.9	2.2	30.1
	S7	2.3	28.6	2.1	29.7	2.0	33.4	2.0	29.1	2.3	28.4	2.7	20.5	2.1	28.9
	All Grades	26.7	34.6	27.5	34.3	25.3	34.8	24.5	31.9	12.3	23.3	24.9	23.2	26.1	33.2

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2010.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

Table 1: Number of Primary Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	2	15	1	5	6	29
Wan Chai	3	13	0	7	4	27
Eastern	4	22	2	2	7	37
Southern	2	10	1	3	5	21
Yau Tsim Mong	3	17	1	1	0	22
Sham Shui Po	3	18	3	8	0	32
Kowloon City	4	27	2	11	9	53
Wong Tai Sin	1	27	0	3	0	31
Kwun Tong	2	30	1	1	0	34
Sai Kung	1	21	4	1	1	28
Sha Tin	1	38	2	3	1	45
Tai Po	1	17	0	0	4	22
North	1	27	0	0	0	28
Yuen Long	3	43	2	1	1	50
Tuen Mun	1	33	1	1	0	36
Tsuen Wan	2	19	0	2	0	23
Kwai Tsing	0	30	1	0	0	31
Islands	0	16	0	1	2	19
All Districts	34	423	21	50	40	568

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

(2) International schools include English Schools Foundation schools.

Table 2: Average Number of Operating Classes and Average Class Size in Primary Schools by District, by Grade and by Sector, 2011/12 School Year

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Central & Western	P1	2.0	25.0	2.9	26.0	3.0	31.3	2.8	26.1	1.4	25.0	2.6	26.1
	P2	2.0	22.8	2.9	25.3	3.0	32.0	2.4	26.7	1.6	23.0	2.5	25.4
	P3	2.0	24.5	2.9	25.7	3.0	32.0	2.4	26.5	2.4	21.7	2.7	25.4
	P4	2.0	27.0	2.7	27.7	3.0	30.3	2.4	27.7	2.4	22.7	2.6	26.9
	P5	2.0	29.3	2.8	29.9	3.0	28.7	2.4	24.9	2.2	23.1	2.6	27.8
	P6	2.0	31.5	2.9	31.1	3.0	28.7	2.4	25.9	2.2	22.5	2.6	28.8
	All Grades	12.0	26.7	17.1	27.6	18.0	30.5	14.8	26.3	12.2	22.8	15.4	26.7
Wan Chai	P1	6.0	25.7	3.2	27.2	-	-	3.0	33.1	5.0	26.0	3.6	28.0
	P2	6.0	25.7	3.2	27.2	-	-	2.8	32.1	5.3	24.8	3.6	27.5
	P3	6.5	25.6	3.1	27.8	-	-	3.0	31.7	5.0	26.9	3.6	28.1
	P4	6.5	30.4	3.0	30.1	-	-	2.5	33.2	5.0	26.6	3.4	30.1
	P5	5.5	32.7	3.2	33.8	-	-	2.7	31.6	2.3	29.0	3.1	32.7
	P6	6.5	32.5	3.2	33.7	-	-	2.7	34.5	2.3	29.3	3.2	33.2
	All Grades	37.0	28.7	18.8	30.0	-	-	16.7	32.7	25.0	26.6	20.6	29.8
Eastern	P1	3.8	24.1	3.5	25.5	3.0	26.8	2.0	34.3	3.8	20.4	3.5	24.5
	P2	3.8	24.3	3.5	25.9	3.0	26.8	2.0	30.0	2.5	23.6	3.2	25.5
	P3	3.8	23.9	3.5	26.4	3.0	25.7	2.5	24.2	2.4	22.4	3.2	25.3
	P4	3.5	28.9	3.4	28.3	3.0	28.2	2.5	22.8	2.3	23.7	3.1	27.4
	P5	3.8	31.7	3.5	29.2	3.5	26.0	2.0	27.8	3.3	23.9	3.4	28.2
	P6	3.8	34.3	3.7	30.8	3.0	29.5	3.0	17.0	3.0	23.8	3.5	29.3
	All Grades	22.3	27.9	21.2	27.7	18.5	27.1	14.0	25.2	17.1	22.9	19.9	26.7

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Southern	P1	2.5	24.8	2.9	25.0	5.0	28.0	6.3	22.8	7.0	20.0	4.5	22.6
	P2	2.5	24.2	2.7	23.9	5.0	29.8	6.3	23.4	5.3	22.7	4.0	23.7
	P3	3.0	23.2	3.0	24.5	5.0	30.2	5.7	21.9	4.5	24.3	3.9	24.2
	P4	3.0	26.8	2.9	26.7	5.0	29.2	6.0	22.9	4.5	24.6	3.9	25.4
	P5	2.5	28.0	2.9	28.8	4.0	30.5	4.7	24.6	4.5	24.4	3.6	26.6
	P6	2.5	31.2	3.1	31.0	4.0	27.5	2.7	21.6	4.5	24.4	3.4	27.5
	All Grades	16.0	26.3	17.5	26.7	28.0	29.2	31.7	23.0	30.3	23.1	23.3	24.8
Yau Tsim Mong	P1	2.7	19.5	3.6	28.4	4.5	28.7	4.0	35.0	-	-	3.6	27.9
	P2	2.3	19.9	3.4	29.4	4.5	28.1	3.0	36.7	-	-	3.3	28.7
	P3	2.3	22.7	3.4	29.7	4.5	29.3	3.0	36.7	-	-	3.3	29.3
	P4	2.3	22.1	3.5	30.6	2.5	33.4	3.0	36.7	-	-	3.3	30.2
	P5	2.0	26.3	3.5	32.3	2.5	33.8	3.0	37.0	-	-	3.2	32.1
	P6	3.7	28.9	3.9	32.6	2.5	32.4	3.0	36.0	-	-	3.7	32.2
	All Grades	15.3	23.6	21.4	30.5	21.0	30.3	19.0	36.3	-	-	20.5	30.1
Sham Shui Po	P1	3.3	21.0	3.6	28.3	3.3	26.0	3.4	30.4	0.0	-	3.4	28.0
	P2	3.7	25.1	3.6	28.7	3.3	28.2	3.5	28.4	0.0	-	3.5	28.2
	P3	3.7	24.4	3.6	28.7	3.0	32.2	3.3	27.4	0.0	-	3.3	28.3
	P4	4.0	29.3	3.7	30.5	3.0	31.1	3.5	28.8	5.0	30.0	3.7	30.0
	P5	4.0	32.0	3.8	32.9	3.0	31.6	3.3	29.4	5.0	30.0	3.6	31.8
	P6	4.7	31.7	4.2	33.4	3.0	31.8	2.6	31.7	5.0	29.8	3.8	32.7
	All Grades	23.3	27.6	22.4	30.5	18.7	30.0	19.5	29.3	15.0	29.9	21.2	29.9

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Kowloon City	P1	4.5	26.1	3.2	26.3	3.0	30.3	3.7	29.2	2.9	22.0	3.3	26.3
	P2	4.5	26.6	3.1	26.8	3.0	30.6	3.4	28.6	2.2	24.2	3.0	27.0
	P3	4.5	26.1	3.1	27.4	2.7	28.0	3.2	29.2	2.0	23.9	3.0	27.1
	P4	4.5	31.1	3.1	29.6	2.7	28.9	3.4	28.1	1.7	23.5	2.9	28.7
	P5	4.5	32.4	3.1	30.7	2.3	29.9	3.3	28.5	1.7	22.7	2.9	29.4
	P6	4.5	33.1	3.2	32.2	1.7	30.2	3.5	30.1	1.5	24.6	2.9	31.0
	All Grades	27.0	29.2	18.7	28.8	15.3	29.6	20.4	29.0	12.0	23.2	18.0	28.2
Wong Tai Sin	P1	3.0	21.0	3.4	24.2	-	-	4.3	32.2	-	-	3.5	25.1
	P2	3.0	22.0	3.3	24.5	-	-	4.0	31.8	-	-	3.4	25.2
	P3	2.0	24.5	3.4	25.4	-	-	4.3	29.1	-	-	3.4	25.8
	P4	2.0	30.0	3.3	28.0	-	-	4.0	34.5	-	-	3.3	28.8
	P5	3.0	28.0	3.3	29.9	-	-	4.0	30.6	-	-	3.4	30.0
	P6	4.0	23.8	3.5	31.3	-	-	4.0	34.8	-	-	3.6	31.5
	All Grades	17.0	24.5	20.1	27.3	-	-	24.7	32.1	-	-	20.5	27.7
Kwun Tong	P1	4.5	25.3	4.4	25.5	4.0	25.3	3.0	37.3	-	-	4.3	25.7
	P2	4.5	25.0	4.3	26.1	4.0	16.8	3.0	35.3	-	-	4.3	25.9
	P3	4.5	25.2	4.4	26.7	3.0	17.3	3.0	29.0	-	-	4.3	26.5
	P4	4.5	29.6	4.0	29.6	3.0	24.7	3.0	32.0	-	-	4.0	29.6
	P5	4.5	31.9	3.9	32.1	4.0	25.8	3.0	27.0	-	-	3.9	31.8
	P6	4.5	31.9	4.4	32.4	4.0	27.8	3.0	30.3	-	-	4.4	32.2
	All Grades	27.0	28.1	25.4	28.7	22.0	23.1	18.0	31.8	-	-	25.2	28.5

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Sai Kung	P1	4.0	22.5	3.4	23.3	3.8	30.7	1.0	10.0	4.0	30.0	3.4	24.5
	P2	3.0	20.0	3.5	22.3	3.8	29.5	1.0	1.0	4.0	30.0	3.4	23.4
	P3	4.0	24.8	3.6	22.9	3.8	30.8	0.0	-	4.0	30.0	3.5	24.5
	P4	3.0	24.7	3.5	26.5	4.8	30.3	1.0	2.0	4.0	30.0	3.6	27.1
	P5	3.0	28.3	3.5	28.5	4.8	29.5	1.0	1.0	4.0	30.0	3.6	28.5
	P6	4.0	29.0	3.8	30.1	3.3	27.4	1.0	4.0	4.0	29.8	3.6	29.4
	All Grades	21.0	25.0	21.2	25.7	24.0	29.8	5.0	3.6	24.0	30.0	21.1	26.3
Sha Tin	P1	5.0	25.0	3.6	25.5	4.5	30.3	5.0	23.4	5.0	30.0	3.8	25.7
	P2	4.0	26.0	3.4	26.4	4.5	31.0	4.5	26.3	5.0	29.8	3.6	26.7
	P3	5.0	25.4	3.4	26.6	4.5	30.6	4.0	26.8	5.0	30.0	3.6	26.9
	P4	5.0	30.6	3.2	29.3	4.5	31.3	4.0	27.4	5.0	30.0	3.4	29.4
	P5	5.0	31.8	3.3	30.3	4.5	30.2	5.0	25.4	5.0	30.0	3.5	30.0
	P6	5.0	32.0	3.5	31.0	5.0	30.6	5.0	26.0	5.0	30.0	3.7	30.6
	All Grades	29.0	28.6	20.4	28.1	27.5	30.7	27.5	25.8	30.0	30.0	21.5	28.2
Tai Po	P1	3.0	23.0	3.8	24.8	-	-	-	-	3.3	22.0	3.7	24.4
	P2	2.0	19.0	3.7	24.2	-	-	-	-	2.3	25.4	3.4	24.2
	P3	2.0	22.0	3.7	24.3	-	-	-	-	2.3	23.9	3.4	24.2
	P4	2.0	30.0	3.3	29.3	-	-	-	-	2.3	24.6	3.1	28.8
	P5	2.0	29.5	3.4	29.5	-	-	-	-	2.3	23.6	3.2	28.9
	P6	3.0	31.0	3.6	31.2	-	-	-	-	2.0	19.0	3.3	30.2
	All Grades	14.0	25.9	21.5	27.1	-	-	-	-	14.7	23.1	20.2	26.7

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
North	P1	7.0	23.1	3.6	28.9	-	-	-	-	-	-	3.8	28.5
	P2	5.0	23.0	3.6	28.5	-	-	-	-	-	-	3.6	28.3
	P3	4.0	26.0	3.6	28.0	-	-	-	-	-	-	3.6	27.9
	P4	3.0	29.3	3.4	30.8	-	-	-	-	-	-	3.4	30.8
	P5	2.0	32.0	3.3	32.9	-	-	-	-	-	-	3.3	32.9
	P6	5.0	32.6	3.3	33.7	-	-	-	-	-	-	3.4	33.6
	All Grades	26.0	26.8	20.7	30.4	-	-	-	-	-	-	20.9	30.2
Yuen Long	P1	5.3	25.4	3.4	24.5	4.0	30.6	2.0	13.0	1.0	5.0	3.4	24.6
	P2	5.0	25.5	3.3	24.7	4.0	27.4	2.0	15.5	1.0	12.0	3.3	24.7
	P3	5.0	27.4	3.4	25.6	3.0	27.3	2.0	18.5	1.0	11.0	3.4	25.7
	P4	5.0	29.6	3.5	27.5	2.5	29.0	2.0	17.0	1.0	22.0	3.4	27.6
	P5	4.7	31.4	3.3	30.8	2.5	26.4	2.0	19.0	1.0	13.0	3.3	30.5
	P6	5.0	31.5	3.7	30.7	2.5	30.4	2.0	19.5	1.0	13.0	3.6	30.6
	All Grades	30.0	28.4	20.5	27.4	18.5	28.6	12.0	17.1	6.0	12.7	20.6	27.3
Tuen Mun	P1	4.0	25.3	3.5	25.0	4.0	30.8	1.0	8.0	-	-	3.4	25.1
	P2	4.0	25.5	3.2	24.9	4.0	30.0	1.0	7.0	-	-	3.2	24.9
	P3	4.0	24.0	3.3	25.4	4.0	29.5	1.0	7.0	-	-	3.3	25.3
	P4	4.0	28.0	3.3	27.5	4.0	31.0	1.0	9.0	-	-	3.3	27.5
	P5	4.0	30.8	3.4	29.5	4.0	30.8	2.0	6.0	-	-	3.4	29.2
	P6	4.0	32.3	3.7	30.0	4.0	29.0	2.0	7.5	-	-	3.7	29.7
	All Grades	24.0	27.6	20.4	27.1	24.0	30.2	8.0	7.3	-	-	20.2	27.0

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
Tsuen Wan	P1	5.0	29.8	3.3	27.8	-	-	1.0	5.0	-	-	3.3	27.4
	P2	5.0	27.6	3.3	27.1	-	-	1.0	7.5	-	-	3.2	26.7
	P3	5.0	28.2	3.3	28.0	-	-	0.5	7.0	-	-	3.2	27.7
	P4	5.0	29.8	3.4	28.9	-	-	0.5	6.0	-	-	3.3	28.7
	P5	5.0	31.8	3.3	32.3	-	-	0.5	9.0	-	-	3.2	31.9
	P6	5.0	31.7	3.5	32.8	-	-	1.0	11.0	-	-	3.4	32.1
	All Grades	30.0	29.8	20.1	29.5	-	-	4.5	7.7	-	-	19.6	29.1
Kwai Tsing	P1	-	-	3.6	25.6	3.0	31.3	-	-	-	-	3.6	25.8
	P2	-	-	3.6	26.2	3.0	30.0	-	-	-	-	3.6	26.3
	P3	-	-	3.7	26.2	3.0	30.7	-	-	-	-	3.6	26.3
	P4	-	-	3.6	28.8	3.0	33.7	-	-	-	-	3.6	29.0
	P5	-	-	3.5	30.9	3.0	28.0	-	-	-	-	3.5	30.8
	P6	-	-	3.9	32.0	3.0	33.0	-	-	-	-	3.8	32.0
	All Grades	-	-	21.9	28.3	18.0	31.1	-	-	-	-	21.7	28.4
Islands	P1	-	-	2.4	21.2	-	-	3.0	30.0	2.3	20.8	2.4	21.7
	P2	-	-	2.5	21.4	-	-	3.0	30.0	1.5	23.0	2.3	22.1
	P3	-	-	2.5	23.8	-	-	3.0	29.7	1.5	23.8	2.3	24.2
	P4	-	-	2.4	27.1	-	-	3.0	29.0	1.5	23.5	2.2	26.8
	P5	-	-	2.3	30.0	-	-	3.0	30.0	1.5	23.2	2.2	29.1
	P6	-	-	2.6	29.5	-	-	3.0	29.3	1.3	23.4	2.3	28.9
	All Grades	-	-	14.7	25.5	-	-	18.0	29.7	9.5	22.8	13.9	25.4

District	Grade	Government		Aided		Direct Subsidy Scheme		Private		International		All Sectors	
		Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average	Average
		No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size	No. of Classes	Class Size
All Districts	P1	4.0	24.6	3.5	25.7	3.7	29.2	3.4	28.4	3.5	21.9	3.5	25.7
	P2	3.8	24.8	3.4	25.9	3.7	28.6	3.2	27.8	2.8	24.0	3.4	25.9
	P3	3.9	25.3	3.4	26.3	3.5	29.3	3.1	27.5	2.7	24.3	3.4	26.3
	P4	3.8	29.0	3.3	28.8	3.4	30.2	3.1	28.1	2.7	24.7	3.3	28.5
	P5	3.7	31.2	3.3	30.8	3.4	29.4	3.0	27.7	2.6	24.6	3.3	30.1
	P6	4.2	31.7	3.6	31.6	3.1	29.7	2.9	28.7	2.5	24.7	3.5	30.9
	All Grades	23.6	27.8	20.6	28.2	20.8	29.4	18.6	28.0	16.8	23.9	20.3	27.9

- Notes:
- (1) Figures do not include special schools. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

Table 1: Number of Secondary Day Schools by District and by Sector, 2011/12 School Year

District	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	1	8	0	3	1	5	18
Wan Chai	3	9	0	3	0	2	17
Eastern	4	24	0	4	0	7	39
Southern	0	14	0	2	3	5	24
Yau Tsim Mong	2	12	1	3	4	0	22
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	1	0	28
Sha Tin	2	38	0	7	2	1	50
Tai Po	2	18	0	2	0	0	22
North	2	17	0	1	2	1	23
Yuen Long	4	30	0	5	10	0	49
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	365	3	63	34	27	524

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

(2) International schools include English Schools Foundation schools.

Table 2: Average Number of Operating Classes and Average Class Size in Secondary Day Schools by District, by Grade and by Sector, 2011/12
School Year

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Central & Western	S1	4.0	36.5	4.4	34.7	-	-	3.8	33.8	0.0	-	4.0	26.3	3.9	33.1
	S2	5.0	34.4	4.5	34.9	-	-	3.8	33.5	0.0	-	4.0	27.6	4.0	33.3
	S3	5.0	37.4	4.6	36.4	-	-	3.8	32.1	0.0	-	4.3	23.5	4.1	33.1
	S4	5.0	35.6	4.8	35.5	-	-	3.8	30.0	0.0	-	4.3	23.8	4.2	32.2
	S5	5.0	38.0	4.8	34.3	-	-	3.8	28.0	0.0	-	4.3	22.4	4.2	31.1
	S6	5.0	32.0	4.9	29.8	-	-	3.5	23.4	0.0	-	3.7	23.2	4.1	27.6
	S7	4.0	26.8	2.6	26.9	-	-	2.0	23.3	1.0	34.0	3.3	22.1	2.6	25.3
	All Grades	33.0	34.5	30.5	33.6	-	-	24.3	29.6	1.0	34.0	28.0	24.2	27.0	31.1
Wan Chai	S1	4.0	35.8	4.2	32.6	-	-	2.7	33.4	0.0	-	7.0	24.4	3.8	32.4
	S2	4.3	35.5	4.3	32.9	-	-	2.7	31.9	0.0	-	7.0	23.1	3.9	32.3
	S3	4.3	37.5	4.6	33.2	-	-	2.7	33.0	0.0	-	6.0	23.3	4.0	33.1
	S4	4.3	37.8	4.7	32.7	-	-	3.7	30.5	0.0	-	6.0	23.5	4.2	32.5
	S5	4.3	37.1	4.7	32.3	-	-	4.7	29.4	0.0	-	6.0	22.2	4.4	31.8
	S6	4.3	33.7	4.7	29.1	-	-	5.3	22.8	1.0	3.0	5.0	16.0	4.5	27.4
	S7	3.0	26.4	2.7	27.2	-	-	2.0	20.7	2.0	23.0	5.0	17.0	2.7	24.9
	All Grades	28.7	35.2	29.8	31.7	-	-	23.7	28.5	3.0	16.3	42.0	21.7	27.6	30.8
Eastern	S1	4.0	35.6	3.9	31.1	-	-	4.3	30.8	-	-	3.1	23.1	3.8	30.4
	S2	4.5	35.8	4.1	31.2	-	-	4.0	30.9	-	-	3.0	21.0	3.9	30.3
	S3	4.5	37.1	4.4	33.3	-	-	4.0	35.5	-	-	3.0	18.3	4.1	32.0
	S4	4.5	37.4	4.5	33.9	-	-	4.0	35.8	-	-	2.6	17.9	4.1	32.7
	S5	4.5	36.8	4.5	33.2	-	-	4.3	32.8	-	-	2.1	18.7	4.1	32.2
	S6	4.5	35.3	4.6	30.5	-	-	4.3	28.9	-	-	2.1	17.3	4.1	29.6
	S7	2.5	29.4	1.9	30.2	-	-	2.3	30.7	-	-	0.9	20.0	1.8	29.3
	All Grades	29.0	35.7	27.9	32.1	-	-	27.0	32.3	-	-	16.9	19.6	25.9	31.1

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Southern	S1	-	-	3.9	29.4	-	-	5.5	31.5	5.0	20.6	6.4	25.3	4.7	27.6
	S2	-	-	4.0	29.2	-	-	5.5	31.1	5.0	16.8	6.6	25.0	4.8	27.0
	S3	-	-	4.1	31.9	-	-	5.5	31.1	5.0	17.1	6.4	24.4	4.8	28.3
	S4	-	-	4.4	31.9	-	-	5.5	28.9	4.5	16.3	6.2	25.5	4.9	28.6
	S5	-	-	4.4	29.4	-	-	5.5	29.7	4.5	14.7	6.0	24.0	4.9	26.8
	S6	-	-	4.5	28.7	-	-	5.0	22.3	4.0	15.5	6.0	21.4	4.8	25.2
	S7	-	-	1.8	29.0	-	-	1.5	27.7	2.5	18.8	5.6	21.8	2.7	24.8
	All Grades	-	-	27.0	30.0	-	-	34.0	29.1	30.5	17.1	43.2	24.0	31.4	27.0
Yau Tsim Mong	S1	4.5	32.6	4.0	34.0	4.0	22.8	3.3	38.7	0.0	-	-	-	3.4	34.1
	S2	5.0	30.2	4.4	33.5	4.0	24.8	3.3	39.5	0.0	-	-	-	3.6	33.6
	S3	4.5	34.3	4.4	35.2	4.0	30.8	3.3	38.2	0.0	-	-	-	3.6	35.4
	S4	4.5	34.7	4.9	34.9	4.0	36.8	3.3	36.0	0.3	6.0	-	-	3.9	34.8
	S5	4.5	32.7	4.9	35.1	4.0	34.5	3.3	33.4	0.3	10.0	-	-	3.9	34.3
	S6	4.5	32.4	4.8	32.5	4.0	35.8	3.3	30.8	1.0	20.3	-	-	3.9	31.9
	S7	1.5	30.0	2.9	30.3	2.0	35.0	1.5	26.3	1.3	16.8	-	-	2.3	28.9
	All Grades	29.0	32.6	30.3	33.8	26.0	31.2	21.0	35.4	3.0	16.0	-	-	24.6	33.5
Sham Shui Po	S1	5.0	28.2	4.2	34.5	4.0	35.5	3.9	33.3	1.5	24.3	1.0	4.0	3.7	33.2
	S2	6.0	27.2	4.7	34.0	5.0	35.8	3.7	33.6	1.5	21.7	1.0	8.0	3.9	32.8
	S3	6.0	29.2	4.6	35.7	4.0	36.8	3.8	37.8	1.5	20.7	1.0	11.0	3.9	35.1
	S4	5.0	31.2	4.3	36.6	5.0	39.6	4.2	33.6	1.5	22.3	1.0	22.0	3.9	34.7
	S5	6.0	23.7	4.3	35.6	5.0	38.6	3.9	34.9	1.5	21.8	1.0	22.0	3.8	34.1
	S6	6.0	20.7	4.3	33.7	5.0	33.6	3.8	32.1	2.0	21.9	1.0	16.0	3.8	31.7
	S7	2.0	29.0	1.9	30.6	2.0	30.0	1.7	30.6	2.5	26.0	0.0	-	1.9	29.8
	All Grades	36.0	26.6	28.3	34.7	30.0	36.2	24.9	34.0	12.0	22.9	6.0	13.8	24.9	33.3

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Kowloon City	S1	4.0	34.3	4.4	33.4	-	-	3.0	32.9	3.0	22.0	3.6	27.4	4.1	32.4
	S2	4.0	33.9	4.9	32.6	-	-	2.8	36.1	3.0	20.3	3.6	25.6	4.4	31.9
	S3	4.0	36.3	5.0	35.0	-	-	3.0	33.5	3.5	21.6	3.4	26.3	4.4	33.6
	S4	4.0	36.4	5.1	35.4	-	-	4.6	29.2	3.0	22.8	3.6	25.4	4.7	33.4
	S5	4.0	34.0	5.1	34.7	-	-	5.0	26.7	3.0	20.7	3.6	23.4	4.8	32.2
	S6	4.0	33.9	5.0	32.4	-	-	6.2	24.9	4.0	22.0	3.6	22.4	4.9	30.0
	S7	2.0	29.8	2.3	29.0	-	-	3.8	30.7	6.0	23.6	1.8	23.4	2.6	28.3
	All Grades	26.0	34.4	31.8	33.6	-	-	28.4	29.6	25.5	22.1	23.2	24.9	29.8	31.9
Wong Tai Sin	S1	3.0	26.3	4.0	33.5	-	-	6.0	40.8	2.0	25.3	-	-	3.9	33.4
	S2	3.0	26.3	4.3	33.7	-	-	6.0	37.3	2.0	29.5	-	-	4.2	33.6
	S3	3.0	33.7	4.6	35.0	-	-	6.0	35.7	1.5	34.3	-	-	4.3	35.0
	S4	3.0	31.7	4.9	34.9	-	-	6.0	32.8	1.5	28.3	-	-	4.6	34.6
	S5	4.0	33.3	4.8	36.6	-	-	6.0	35.2	1.5	23.7	-	-	4.5	36.1
	S6	4.0	23.8	4.7	32.5	-	-	6.0	26.7	2.0	16.3	-	-	4.5	31.4
	S7	2.0	28.5	2.1	29.5	-	-	3.0	26.7	1.5	30.0	-	-	2.1	29.3
	All Grades	22.0	29.0	29.4	34.1	-	-	39.0	34.1	12.0	26.4	-	-	28.2	33.7
Kwun Tong	S1	4.0	35.5	4.2	34.0	5.0	37.6	3.7	28.5	0.0	-	-	-	4.0	33.2
	S2	4.5	34.9	4.7	34.5	6.0	34.7	3.7	33.2	0.0	-	-	-	4.4	34.3
	S3	4.5	37.1	4.8	36.3	6.0	37.0	4.0	33.8	0.0	-	-	-	4.5	35.9
	S4	4.5	36.1	5.1	35.5	6.0	40.0	4.3	32.6	0.0	-	-	-	4.8	35.2
	S5	4.5	36.0	5.0	35.1	6.0	39.2	4.4	31.3	0.0	-	-	-	4.8	34.6
	S6	4.5	35.7	5.0	32.8	6.0	37.7	4.6	32.3	2.0	28.0	-	-	4.8	33.0
	S7	2.5	30.0	2.0	30.7	2.0	34.0	1.7	32.2	2.0	11.5	-	-	2.0	30.5
	All Grades	29.0	35.4	30.8	34.5	37.0	37.5	26.4	32.0	4.0	19.8	-	-	29.3	34.1

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Sai Kung	S1	5.0	28.6	4.0	33.5	-	-	4.0	30.3	0.0	-	-	-	3.9	32.3
	S2	6.0	27.2	4.5	33.4	-	-	4.0	27.5	1.0	6.0	-	-	4.3	31.3
	S3	5.0	39.0	4.8	35.5	-	-	4.1	28.7	0.0	-	-	-	4.4	33.8
	S4	5.0	36.0	4.9	34.0	-	-	4.9	26.9	1.0	10.0	-	-	4.8	31.9
	S5	5.0	40.8	5.2	33.5	-	-	4.9	29.1	0.0	-	-	-	4.9	32.5
	S6	5.0	38.0	5.2	31.6	-	-	4.8	23.6	0.0	-	-	-	4.9	29.6
	S7	2.0	30.0	2.0	30.7	-	-	1.4	26.4	0.0	-	-	-	1.8	29.7
	All Grades	33.0	34.4	30.6	33.4	-	-	28.0	27.5	2.0	8.0	-	-	28.9	31.7
Sha Tin	S1	4.0	35.6	3.9	32.0	-	-	3.4	32.5	6.0	21.2	6.0	29.2	3.9	31.5
	S2	4.5	35.3	4.2	31.1	-	-	3.3	33.1	6.0	20.6	6.0	29.3	4.2	30.9
	S3	4.5	36.8	4.4	34.1	-	-	3.3	32.6	6.0	20.0	6.0	29.3	4.3	33.1
	S4	4.5	38.9	4.5	34.0	-	-	3.4	29.8	6.0	18.6	6.0	29.7	4.4	32.8
	S5	5.0	34.4	4.7	34.0	-	-	3.4	29.1	6.0	19.2	6.0	29.5	4.6	32.6
	S6	5.0	30.7	4.7	30.7	-	-	4.3	24.0	5.5	18.8	9.0	19.1	4.8	28.8
	S7	2.0	32.0	2.1	29.6	-	-	3.4	29.3	5.0	15.5	9.0	15.9	2.5	27.5
	All Grades	29.5	35.0	28.4	32.4	-	-	24.6	29.8	40.5	19.2	48.0	24.9	28.8	31.2
Tai Po	S1	1.5	25.7	3.7	32.3	-	-	4.5	31.6	-	-	-	-	3.5	31.9
	S2	1.0	23.0	4.1	31.7	-	-	4.5	22.7	-	-	-	-	3.9	30.6
	S3	1.5	24.3	4.2	33.9	-	-	4.5	29.4	-	-	-	-	4.0	33.1
	S4	3.0	25.0	4.6	33.3	-	-	4.5	35.3	-	-	-	-	4.4	33.0
	S5	3.5	26.3	4.5	34.7	-	-	5.0	35.0	-	-	-	-	4.5	34.1
	S6	4.0	29.3	4.6	33.1	-	-	5.0	30.4	-	-	-	-	4.5	32.6
	S7	2.0	31.3	2.2	31.5	-	-	2.0	33.0	-	-	-	-	2.2	31.6
	All Grades	16.5	26.9	27.8	33.1	-	-	30.0	31.0	-	-	-	-	27.0	32.5

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
North	S1	3.0	33.2	4.2	33.7	-	-	5.0	39.8	0.0	-	3.0	19.0	3.9	33.5
	S2	3.0	25.3	4.9	33.4	-	-	5.0	41.6	0.0	-	3.0	17.3	4.5	32.9
	S3	3.0	31.0	4.8	36.3	-	-	5.0	39.4	0.0	-	2.0	12.0	4.3	35.6
	S4	3.0	27.7	5.2	35.2	-	-	5.0	38.6	0.0	-	1.0	14.0	4.5	34.7
	S5	4.0	27.6	5.2	34.2	-	-	5.0	37.2	0.0	-	1.0	21.0	4.6	33.7
	S6	5.0	28.5	5.1	32.6	-	-	5.0	33.4	3.0	21.7	0.0	-	4.8	32.0
	S7	2.0	28.5	2.0	30.8	-	-	2.0	31.5	3.0	29.3	0.0	-	2.0	30.5
	All Grades	23.0	28.8	31.4	34.0	-	-	32.0	37.9	6.0	25.5	10.0	16.8	28.5	33.5
Yuen Long	S1	4.0	35.1	4.2	33.5	-	-	4.4	33.0	0.0	-	-	-	3.5	33.6
	S2	5.0	34.6	4.9	32.6	-	-	4.6	27.1	0.0	-	-	-	4.0	32.2
	S3	5.0	37.2	5.0	34.9	-	-	3.8	33.1	0.0	-	-	-	4.0	34.9
	S4	5.3	37.8	5.1	34.7	-	-	4.4	26.6	0.4	19.3	-	-	4.3	33.9
	S5	5.3	35.8	5.2	33.7	-	-	4.0	31.8	0.6	28.8	-	-	4.3	33.6
	S6	5.3	36.2	5.4	31.8	-	-	4.2	27.3	1.8	23.2	-	-	4.6	31.3
	S7	2.3	30.6	1.9	30.7	-	-	1.4	31.4	2.0	29.6	-	-	1.9	30.5
	All Grades	32.0	35.8	31.7	33.3	-	-	26.8	29.8	4.8	26.3	-	-	26.6	33.0
Tuen Mun	S1	4.0	35.0	3.7	31.0	-	-	-	-	-	-	-	-	3.7	31.2
	S2	5.0	33.4	4.1	30.8	-	-	-	-	-	-	-	-	4.2	31.0
	S3	5.0	37.2	4.2	33.4	-	-	-	-	-	-	-	-	4.2	33.6
	S4	5.0	38.2	4.6	34.0	-	-	-	-	-	-	-	-	4.6	34.3
	S5	5.0	37.7	4.8	33.8	-	-	-	-	-	-	-	-	4.8	34.0
	S6	5.0	40.2	4.8	32.1	-	-	-	-	-	-	-	-	4.8	32.6
	S7	2.5	33.4	1.9	30.9	-	-	-	-	-	-	-	-	1.9	31.1
	All Grades	31.5	36.7	28.1	32.5	-	-	-	-	-	-	-	-	28.3	32.7

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
Tsuen Wan	S1	4.0	36.5	4.0	35.3	-	-	-	-	-	-	-	-	4.0	35.4
	S2	5.0	36.4	4.7	35.3	-	-	-	-	-	-	-	-	4.7	35.3
	S3	5.0	39.2	4.8	37.3	-	-	-	-	-	-	-	-	4.8	37.5
	S4	5.0	38.8	5.1	36.1	-	-	-	-	-	-	-	-	5.1	36.3
	S5	5.0	38.6	5.1	35.7	-	-	-	-	-	-	-	-	5.1	35.9
	S6	5.0	36.8	5.1	32.3	-	-	-	-	-	-	-	-	5.1	32.7
	S7	3.0	30.3	1.9	30.1	-	-	-	-	-	-	-	-	2.0	30.1
	All Grades	32.0	37.1	30.7	35.0	-	-	-	-	-	-	-	-	30.8	35.2
Kwai Tsing	S1	-	-	4.0	34.6	-	-	-	-	-	-	-	-	4.0	34.6
	S2	-	-	4.5	34.2	-	-	-	-	-	-	-	-	4.5	34.2
	S3	-	-	4.6	36.3	-	-	-	-	-	-	-	-	4.6	36.3
	S4	-	-	4.9	34.7	-	-	-	-	-	-	-	-	4.9	34.7
	S5	-	-	5.1	34.2	-	-	-	-	-	-	-	-	5.1	34.2
	S6	-	-	5.1	32.2	-	-	-	-	-	-	-	-	5.1	32.2
	S7	-	-	2.0	30.5	-	-	-	-	-	-	-	-	2.0	30.5
	All Grades	-	-	30.2	34.1	-	-	-	-	-	-	-	-	30.2	34.1
Islands	S1	3.0	32.0	3.8	33.6	-	-	2.7	25.6	2.0	27.0	3.0	17.3	3.2	30.1
	S2	3.0	33.0	4.7	33.4	-	-	3.0	25.7	2.0	25.3	2.0	19.0	3.5	30.5
	S3	3.0	35.3	4.7	33.5	-	-	2.7	25.6	3.5	20.3	1.0	21.0	3.6	30.0
	S4	3.0	39.3	5.0	33.3	-	-	3.0	27.4	2.5	15.0	1.0	19.0	3.7	30.4
	S5	3.0	36.0	5.0	31.0	-	-	4.0	23.9	2.5	17.8	0.0	-	3.8	28.3
	S6	4.0	31.5	4.7	32.3	-	-	4.3	23.5	0.5	20.0	0.0	-	3.5	29.4
	S7	1.0	14.0	2.0	30.4	-	-	1.3	26.0	0.0	-	0.0	-	1.3	28.4
	All Grades	20.0	33.4	29.8	32.6	-	-	21.0	25.1	13.0	20.6	7.0	18.6	22.7	29.7

District	Grade	Government		Aided		Caput		Direct Subsidy Scheme		Private		International		All Sectors	
		Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size	Average No. of Classes	Average Class Size
All Districts	S1	3.8	33.9	4.0	33.0	4.3	32.4	3.8	32.3	1.4	22.5	4.2	24.9	3.8	32.3
	S2	4.3	33.0	4.5	32.7	5.0	32.4	3.7	31.8	1.4	20.7	4.1	24.2	4.2	32.0
	S3	4.3	36.0	4.6	34.9	4.7	35.1	3.7	33.3	1.5	20.7	4.0	23.1	4.2	33.9
	S4	4.4	36.0	4.8	34.5	5.0	39.0	4.2	30.9	1.5	19.0	3.8	23.7	4.5	33.5
	S5	4.5	34.6	4.9	34.1	5.0	37.7	4.3	30.7	1.6	19.8	3.6	22.9	4.5	33.1
	S6	4.7	33.3	4.9	31.8	5.0	35.8	4.5	27.0	2.1	20.3	3.6	20.6	4.6	30.6
	S7	2.3	29.4	2.1	30.1	2.0	33.0	2.0	28.9	2.3	23.7	2.7	20.7	2.1	28.9
	All Grades	28.2	34.1	29.7	33.3	31.0	35.3	26.2	30.7	11.8	21.1	25.9	23.0	27.9	32.3

- Notes:
- (1) Figures do not include special schools and secondary day courses operated by private schools offering tutorial, vocational and adult education courses. International schools include English Schools Foundation schools.
 - (2) Figures refer to the position as at September 2011.
 - (3) Figures on average number of operating classes refer to number of operating classes divided by number of school locations. Some school locations may not offer classes for all grades of the whole educational level.
 - (4) Average class sizes refer to number of students divided by number of operating classes.

**Table 1: Teacher-to-Class Ratios for Primary and Secondary Day Schools,
2009/10 to 2011/12 School Years**

Types of Schools	Secondary Schools			Primary Schools		
	2009/10	2010/11	2011/12*	2009/10	2010/11	2011/12*
Government	2.1 : 1	2.2 : 1	2.1 : 1	1.9 : 1	1.8 : 1	1.8 : 1
Aided	2.2 : 1	2.2 : 1	2.2 : 1	1.9 : 1	1.9 : 1	1.9 : 1
Caput	2.2 : 1	2.3 : 1	2.3 : 1	-	-	-
Direct Subsidy Scheme	2.3 : 1	2.4 : 1	2.4 : 1	2.2 : 1	2.2 : 1	2.3 : 1
Private	1.6 : 1	1.7 : 1	1.6 : 1	1.8 : 1	1.8 : 1	1.8 : 1
International	2.1 : 1	2.2 : 1	2.2 : 1	1.9 : 1	1.9 : 1	1.9 : 1

* Provisional figures

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

(2) International schools include English Schools Foundation schools.

**Table 2: Student-to-Teacher Ratios for Primary and Secondary Day Schools,
2009/10 to 2011/12 School Years**

Types of Schools	Secondary Schools			Primary Schools		
	2009/10	2010/11	2011/12*	2009/10	2010/11	2011/12*
Government	16.8 : 1	16.0 : 1	16.0 : 1	15.8 : 1	15.6 : 1	15.4 : 1
Aided	16.2 : 1	15.4 : 1	15.2 : 1	15.7 : 1	15.3 : 1	14.8 : 1
Caput	16.4 : 1	15.2 : 1	15.4 : 1	-	-	-
Direct Subsidy Scheme	14.3 : 1	13.5 : 1	13.1 : 1	13.7 : 1	13.2 : 1	12.7 : 1
Private	16.1 : 1	14.6 : 1	13.9 : 1	16.4 : 1	16.2 : 1	15.9 : 1
International	10.9 : 1	10.5 : 1	10.5 : 1	12.6 : 1	12.4 : 1	12.9 : 1

* Provisional figures

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

(2) International schools include English Schools Foundation schools.

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

EDB102

Question Serial No.

1644

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 Government will continue to provide support for the new senior secondary academic structure in 2012-13. Last year, in its reply to questions on the Estimates of Expenditure 2011-12, the Government mentioned that "taking advantages of the introduction of the new secondary academic structure and the decline in Secondary 1 student population, the Education Bureau is considering appropriate ways to enhance the learning and teaching effectiveness in secondary schools and will consult relevant stakeholders in due course." In this connection, please provide the following information:

- (a) After the number of students allocated to each Secondary 1 class has been progressively reduced from 38 to 34, what are the estimated numbers of government and aided secondary schools in each of the 18 districts? How many Secondary 1 classes will be increased in each district and what is the additional expenditure involved in each district?
- (b) How many government, aided, English Schools Foundation, Direct Subsidy Scheme, private and international private secondary schools joined the Voluntary Optimisation of Class Structure Scheme from 2010-11 to 2011-12? What were the number of classes reduced by school category and the subsequent savings each year?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

- (a) After the reduction of the number of students allocated to each Secondary 1 (S1) class under the Secondary School Places Allocation System progressively from 38 in the 2008/09 school year to 34 in the 2010/11 school year, the number of government and aided secondary schools in the 2010/11 school year and the changes in the number of S1 classes are set out at Annex 1.

Despite the fact that the number of students allocated to each S1 class has been reduced from 38 to 34, there was actually a decrease in the number of S1 classes in government and aided secondary schools in the territory in the 2010/11 school year owing to the decline in S1 student population in recent years. As a result, no additional expenditure was incurred in the reduction in the number of students allocated to each S1 class.

- (b) The Voluntary Optimisation of Class Structure Scheme (the Scheme) is applicable to government, aided and caput secondary schools only. The number of government, aided and caput secondary schools joining the Scheme and the number of classes reduced in the 2010/11 and 2011/12 school years are set out at Annex 2.

Notwithstanding the reduction in classes, schools joining the Scheme are provided with an additional cash provision in the amount of \$0.25 million per annum for 5 years and a maximum quota of six teaching posts above the approved establishment for 6 years. Besides, surplus teachers due to the voluntary reduction of classes will be tolerated within nine years from the commencement of class reduction. As such, there is no overall savings arising from the Scheme.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 27 February 2012

Number of Government and Aided Secondary Schools in the 2010/11 school year and Changes in the Number of Secondary 1 Classes between the 2008/09 and 2010/11 School Years by District

District	Government		Aided	
	No. of schools in 2010/11	Changes in the no. of Secondary 1 classes (Compared with 2008/09)	No. of schools in 2010/11	Changes in the no. of Secondary 1 classes (Compared with 2008/09)
Central & Western	1	0	8	-1
Eastern	4	0	24	-10
Islands	1	0	6	-2
Kowloon City	2	0	28	-6
Kwai Tsing	0	0	31	-5
Kwun Tong	2	0	25	-5
North	2	0	17	0
Sai Kung	1	0	18	-4
Sha Tin	2	0	38	-8
Sham Shui Po	1	0	15	0
Southern	0	0	14	-2
Tai Po	2	-4	19	-4
Tsuen Wan	1	0	12	-2
Tuen Mun	2	0	36	-11
Wan Chai	3	0	9	-3
Wong Tai Sin	1	0	22	-8
Yau Tsim Mong	2	0	12	0
Yuen Long	4	0	30	-3
Total	31	-4	364	-74

Number of Government, Aided and Caput Secondary Schools Joining the Voluntary Optimisation of Class Structure Scheme (the Scheme) and the Number of Classes Reduced in the 2010/11 and 2011/12 School Years

2010/11 School Year			2011/12 School Year	
Finance Type	No. of schools under the Scheme	No. of Secondary 1 classes reduced under the Scheme	No. of schools under the Scheme (Note 1)	No. of Secondary 1 classes reduced under the Scheme
Government	0	0	15	-15
Aided	23	-23	204	-199 (Note 2)
Caput	0	0	2	-2
Total	23	-23	221	-216

Note 1: Including 23 schools joining the Scheme in the 2010/11 school year

Note 2: Not all schools joining the scheme will have their S.1 classes reduced in the 2011/12 school year.

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

EDB103

Question Serial No.

1645

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:

The Government has implemented small class teaching (SCT) in primary schools progressively since 2009. Please give a breakdown of the numbers of government and aided schools implementing SCT for each of the 18 districts, their percentage share in the total number of primary schools in the respective districts, the number of additional classes for implementing SCT in each district each year, the number of additional teaching staff each year as well as the expenditure involved from 2009 to 2012.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

The number of small class teaching (SCT) schools and its percentage share in the total number of aided and government primary schools by district in the 2009/10 to 2012/13 school years are tabulated at Annex. Given that SCT is implemented starting from the 2009/10 school year at Primary 1 and progressing each year to a higher level to cover Primary 6 in the 2014/15 school year, reference has been made to the situation of Primary 1 in compilation of the Annex.

During the period of 2009 to 2012, the year-on-year change in the number of operating classes of a district has been affected not only by the implementation of SCT, but also by the changes in school-age population in the district concerned, the development plan of individual schools as well as parental choices. As such, we are not able to provide the number of additional classes that is attributable solely to the implementation of SCT.

Apart from SCT, other factors such as the redeployment of resources by individual schools, development plan of individual schools, etc. may also affect the number of teachers appointed in public sector primary schools. As such, we are not able to provide the number of additional teachers and additional cost incurred solely arising from the implementation of SCT. Notwithstanding that, about 700 additional time-limited teaching posts have been provided in each of the 2008/09 and 2009/10 school years to support schools indicating readiness in implementing SCT and the total cost incurred is about \$400 million. In the 2010/11 school year, about 300 additional time-limited teaching posts costing about \$100 million have been provided to schools implementing SCT for them to devise school-based teaching strategies under a small class context so as to enhance the effectiveness of learning and teaching. The strategies are being compiled for dissemination in end 2012.

Due to the impossibility of segregating the impact of SCT from other concurrent developments on additional classes and additional teachers, we are not able to provide information on the precise resource implications of SCT implementation. Nevertheless, for reference purpose and taking the 301 (65%) public sector primary schools implementing SCT starting from Primary 1 in the 2009/10 school year and the then prevailing district-based school-age population as the basis and assuming that such a basis remains unaffected by other intervening factors, the total estimated additional recurrent expenditure for the

implementation of SCT arising from operating additional classes and providing additional teachers to schools which have adopted school-based measures to enhance the quality of learning and teaching before transition into SCT for each of the school years from 2009/10 to 2012/13 are set out as below:

School Year	2009/10	2010/11	2011/12	2012/13
Total additional recurrent expenditure (\$ million)	261	457	746	996

To maximize the benefits of SCT, we have also set aside a total of \$218 million for six years starting from 2009-10 to support schools and teachers in the form of professional development activities. 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. For planning purpose, we have earmarked an estimated expenditure in the order of \$32 million, \$34 million, \$36 million and \$36 million in 2009-10, 2010-11, 2011-12 and 2012-13 respectively.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 24 February 2012

Annex

District [school-netting under Primary One Admission System]	2009/10 school year		2010/11 school year		2011/12 school year		2012/13 school year	
	No. of public sector primary schools (Note)	No. [%] of SCT schools	No. of public sector primary schools (Note)	No. [%] of SCT schools	No. of public sector primary schools (Note)	No. [%] of SCT schools	No. of public sector primary schools (Note)	No. [%] of SCT schools
Central & Western [Net 11]	17	9 [52.9]	17	9 [52.9]	17	10 [58.8]	17	10 [58.8]
Wan Chai [Net 12]	16	10 [62.5]	16	10 [62.5]	16	10 [62.5]	16	10 [62.5]
Eastern [Net 14 & 16]	27	15 [55.6]	27	16 [59.3]	27	17 [63]	27	17 [63]
Southern [Net 18]	12	9 [75]	12	9 [75]	11	9 [81.8]	11	9 [81.8]
Yau Tsim Mong [Net 31 & 32]	20	0 [0]	19	4 [21.1]	19	8 [42.1]	19	11 [57.9]
Sham Shui Po [Net 40]	21	0 [0]	21	4 [19]	21	8 [38.1]	21	12 [57.1]
Kowloon City [Net 34, 35 & 41]	33	19 [57.6]	33	21 [63.6]	33	23 [69.7]	33	23 [69.7]
Wong Tai Sin [Net 43 & 45]	27	22 [81.5]	27	24 [88.9]	27	24 [88.9]	27	24 [88.9]
Kwun Tong [Net 46 & 48]	32	25 [78.1]	32	26 [81.3]	32	26 [81.3]	32	27 [84.4]
Sai Kung [Net 95]	22	22 [100]	22	22 [100]	22	22 [100]	22	22 [100]
Sha Tin [Net 88, 89 & 91]	38	27 [71.1]	38	27 [71.1]	38	28 [73.7]	38	28 [73.7]
Tai Po [Net 84]	18	16 [88.9]	18	16 [88.9]	18	16 [88.9]	18	16 [88.9]
North [Net 80, 81 & 83]	28	17 [60.7]	28	17 [60.7]	28	18 [64.3]	28	18 [64.3]
Yuen Long [Net 72, 73 & 74]	45	39 [86.7]	45	40 [88.9]	45	40 [88.9]	45	40 [88.9]
Tuen Mun [Net 70 & 71]	37	29 [78.4]	36	28 [77.8]	34	29 [85.3]	34	30 [88.2]
Tsuen Wan [Net 62]	18	10 [55.6]	18	10 [55.6]	18	10 [55.6]	18	10 [55.6]
Kwai Tsing [Net 64, 65 & 66]	33	19 [57.6]	33	21 [63.6]	33	21 [63.6]	33	22 [66.7]
Islands [Net 96, 97, 98 & 99]	16	13 [81.3]	16	14 [87.5]	16	15 [93.8]	16	15 [93.8]

Notes :

Figures refer to government and aided schools participating in Primary One Admission 2009, 2010, 2011 and 2012.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB104**

Question Serial No.

1662

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please provide in the table below the following information by 18 districts from 2009/10 to 2011/12 school year:

Category of school attended	No. of local students	No. of newly arrived children from the Mainland attending local schools	No. of cross-boundary children still living in the Mainland but attending local schools	No. of students holding both overseas passports and Hong Kong Identity Cards	No. of students holding overseas passports but no Hong Kong Identity Cards
Local non-profit-making kindergartens					
Local private independent kindergartens					
Non-profit-making kindergartens providing non-local curriculum					
Private independent kindergartens providing non-local curriculum					

Asked by: Hon. EU Yuet-mee, AudreyReply:

The number of students attending kindergartens (KGs) in 18 districts of Hong Kong and the number of cross-boundary children attending KGs and KG-cum-child care centres in the New Territories from 2009/10 to 2011/12 school years are tabulated at the Appendix.

The Education Bureau has no further breakdown of the figures by KG students holding both overseas passports and Hong Kong Identity Cards; KG students holding overseas passports but no Hong Kong Identity Cards; and newly arrived children from the Mainland attending local KGs.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

(a) The number of students attending kindergartens in 18 districts of Hong Kong from 2009/10 to 2011/12 school year

District	Number of students											
	2009/10				2010/11				2011/12			
	Cat A	Cat B	Cat C	Cat D	Cat A	Cat B	Cat C	Cat D	Cat A	Cat B	Cat C	Cat D
Central & Western	4 171	277	528	388	4 495	243	493	330	4 734	273	522	351
Wan Chai	4 687	26	132	406	5 014	27	397	331	5 148	430	430	379
Eastern	7 820	1 807	32	128	8 321	1 807	125	208	8 724	1 548	30	213
Southern	2 418	527	635	681	2 488	586	744	699	2 495	632	762	799
Yau Tsim Mong	3 958	764	0	0	4 111	993	0	0	4 254	1 071	0	89
Sham Shui Po	7 103	26	0	0	7 157	27	0	0	7 439	24	8	138
Kowloon City	10 507	7 037	482	763	11 072	7 206	542	1 349	11 624	7 743	582	1 524
Wong Tai Sin	6 106	0	0	0	6 588	0	0	0	6 756	0	0	0
Kwun Tong	10 162	0	0	166	10 777	0	0	191	11 163	0	0	146
Sai Kung	5 532	835	249	17	5 735	817	242	81	5 988	1 122	211	121
Sha Tin	8 120	1 186	324	292	8 631	1 271	390	316	9 124	1 354	417	364
Tai Po	3 516	986	148	0	3 794	943	193	0	4 201	922	224	0
North	8 109	177	0	0	8 837	265	0	0	9 727	493	0	0
Yuen Long	11 388	534	0	0	12 349	541	0	0	13 337	728	0	0
Tuen Mun	8 632	242	0	0	9 165	305	0	0	9 867	305	0	50
Tsuen Wan	4 850	447	0	0	5 046	498	0	0	5 254	604	0	0
Kwai Tsing	8 963	359	357	124	8 856	397	384	121	8 795	403	381	0
Islands	2 669	352	206	151	2 598	422	198	224	2 491	479	200	240

Category (Cat) :

Cat A : Local Non-profit-making Kindergartens

Cat B : Local Private Independent Kindergartens

Cat C : Non-local Non-profit-making Kindergartens

Cat D : Non-local Private Independent Kindergartens

(b) The number of cross-boundary children attending kindergartens/kindergarten-cum-Child Care Centres in the New Territories of Hong Kong from the 2009/10 to 2011/12 school year

District	Number of cross-boundary children attending kindergartens/kindergarten-cum-child care centres		
	2009/10	2010/11	2011/12
Sha Tin	2	2	1
Tai Po	19	29	67
North	2 225	2 787	3 677
Yuen Long	210	514	1 070
Tuen Mun	225	454	892
Tsuen Wan	0	0	0
Kwai Tsing	0	0	1

Note

Figures are provided by Kindergartens and Kindergarten-cum-Child Care Centres in seven districts of the New Territories as at September of the respective school years.

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

EDB105

Question Serial No.

1663

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) Regarding the implementation of the Moral and National Education subject, please provide a breakdown of the additional manpower and expenditure incurred by the Education Bureau in 2012-13 in the curriculum planning and co-ordination of the subject, including the development of the detailed curriculum framework for moral and national education at primary and secondary levels, subject effectiveness standard and student performance assessment mode, the preparation of teaching and learning resources, and the provision of support to schools and teachers.
- (b) The Government aims to implement the Moral and National Education subject in primary and secondary schools in the territory in 2012-13 and 2013-14 respectively. In this connection, what are the number of additional teaching staff to be provided to each primary and secondary school and the expenditure incurred?
- (c) In allocating 1 to 2 lessons for moral and national/civic education each week in accordance with government policy, have individual schools revised the number of lessons for other subjects so as not to increase students' lesson hours each week? Please list the subjects for which the number of lessons has been or is expected to be revised, the original number of lessons for these subjects, the number of lessons after the revision or expected revision, and the manpower and resources involved in the revision.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

- (a) & (b) It is an established practice that accompanying the implementation of new subjects and/or major changes in the curriculum will be support measures such as a series of focused and structured professional development programmes, production of learning/teaching resources and other related support targeted at the school and/or teacher levels. The implementation of the Moral and National Education (MNE) curriculum will be no exception though the details will be considered holistically when we deliberate the recommendation on the Curriculum Guide on MNE to be submitted by the Curriculum Development Council to the Secretary for Education. For estimate purposes, we have, based on the past experience in implementing new curriculum guides of core subjects, earmarked a total provision of approximately \$500 million for 2012-13 for the preparation and implementation of the MNE curriculum. A separate breakdown of the expenditures is currently not available.

- (c) According to the “Basic Education Curriculum Guide” (2002) and the “Senior Secondary Curriculum Guide” (2009) issued by the Curriculum Development Council, schools have set aside curriculum time for their flexible use at different key stages. In this connection, the Ad Hoc Committee on Moral and National Education has made recommendations on the appropriate allocation of curriculum time and different modes for schools to implement the new subject. The Curriculum Development Council (CDC) considered in early February 2012 the draft Curriculum Guide on MNE to be submitted by the Ad Hoc Committee on Moral and National Education. The Education Bureau will study the report, including implementation details, to be submitted by the CDC to the Secretary for Education.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB106**

Question Serial No.

1664

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (7) Policy and SupportControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please provide updated information on the total expenditure on research and development (R&D) conducted by local higher education institutions as a percentage of the Gross Domestic Product (GDP) of Hong Kong; and that on the respective amounts of public and private funding for R&D as a percentage of the GDP of Hong Kong and other major economies. Of the public funding for R&D, what are the respective amounts coming from the Research Endowment Fund and the recurrent subvention of the Research Grants Council and what are the percentages of the related expenditures in the public funding for R&D? What measures will be taken by the Administration to encourage R&D investment in the private sector?

Asked by: Hon. EU Yuet-mee, AudreyReply:

The reported aggregate research expenditure of the University Grants Committee (UGC)-funded institutions by source of funding in the 2010/11 academic year is \$6,948.3 million, representing 0.4% of Hong Kong's Gross Domestic Product (GDP). Of this amount, research funded by the UGC and the Research Grants Council (RGC) accounted for \$5,124.1 million, or 73.7% of total. Details are set out as follows –

Source of funding	Amount (\$ million)	(% total)
University Grants Committee (in the form of block grants)	4,491.6	64.6%
Research Grants Council (RGC) (in the form of competitive research grants)	632.5	9.1%
Other Government sources	536.2	7.7%
Other sources (including private funding in Hong Kong and funding from outside Hong Kong)	1,288.1	18.5%
Total:	6,948.3	

Note: Figures may not add up owing to rounding.

In addition to the UGC-funded institutions, some government departments and public sector organisations also engaged in research and development (R&D). The total public sector expenditure on R&D (including the UGC-funded institutions) amounted to \$7,545.4 million, representing 0.43% of Hong Kong's GDP in 2010.

A table comparing the latest available data on the total amount of private and public sector expenditure on R&D expressed as a percentage of the GDP of Hong Kong and other economies is listed below –

Economy	Private sector expenditure¹ on R&D (% GDP)	Public sector expenditure on R&D (% GDP)	Total expenditure on R&D (% GDP)
Australia ²	1.40	0.81	2.21
Mainland China ³	1.25	0.43	1.7
Hong Kong ⁴	0.33	0.43	0.76
Ireland ⁵	1.17	0.62	1.79
Japan ⁶	2.56	1.02	3.57
South Korea ⁷	2.58	0.78	3.36
New Zealand ⁸	0.54	0.77	1.31
Singapore ⁹	1.30	0.84	2.14
Switzerland ¹⁰	2.26	0.74	3.00
Taiwan ¹¹	2.09	0.81	2.90
United Kingdom ¹²	1.17	0.65	1.82
United States ¹³	2.14	0.65	2.79

Note: Figures may not add up owing to rounding.

The Government has launched a series of initiatives to encourage R&D investment in the private sector as announced in the 2012-13 Budget Speech. On the hardware side, the development of Science Park Phase 3 has commenced in full gear and the revitalisation effort for Industrial Estates has been stepped up. The Government will invite the Hong Kong Science and Technology Parks Corporation to explore the feasibility of expanding the Yuen Long Industrial Estate by about 16 hectares. On the software side, for the Small Entrepreneur Research Assistance Programme under the Innovation and Technology Fund (ITF), the matching fund ceiling of each project will be increased by 50% from \$4 million to \$6 million. The funding scope will also be expanded to facilitate commercialisation activities. To inspire more young people to pursue a career in R&D, the monthly allowance for interns under the ITF Internship Programme has been increased by nearly 20%. The level of cash rebate under the R&D Cash Rebate Scheme, which aims to encourage companies to have more R&D collaboration with public research institutes, has also been increased from 15% to 30% of the project on R&D expenditure.

¹ Including the business sector and the private-non-profit sector.

² Source: Figure of 2008 from OECD, Main Science and Technology Indicators database, June 2011.

³ Source: Figure of 2009 from the China Statistical Yearbook on Science and Technology 2010.

⁴ Source: Figure of 2010 from “Hong Kong Innovation Activities Statistics 2010” published by the Census and Statistics Department.

⁵ Source: Provisional figure of 2009 from OECD, Main Science and Technology Indicators database, June 2011.

⁶ Source: Figure of 2010 from the Survey of Research and Development 2011, Statistics Bureau, Japan.

⁷ Source: Figure of 2008 from OECD, Main Science and Technology Indicators database, June 2011.

⁸ Source: Figure of 2010 from OECD, Main Science and Technology Indicators database, June 2011.

⁹ Source: Figure of 2010 from National Survey of R&D in Singapore 2010.

¹⁰ Source: Figure of 2008 from OECD, Main Science and Technology Indicators database, June 2011.

¹¹ Source: Figure of 2010 from Indicators of Science and Technology Taiwan 2011.

¹² Source: Provisional figure of 2010 from OECD, Main Science and Technology Indicators database, June 2011.

¹³ Source: Provisional figure of 2008 from OECD, Main Science and Technology Indicators database, June 2011.

Signature _____
Name in block letters _____ Mrs Cherry Tse
Post Title _____ Permanent Secretary for Education
Date _____ 27 February 2012

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

Reply Serial No.

EDB107

Question Serial No.

2695

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 professional upgrading of kindergarten teachers, 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 2011/12 school year.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The course titles, course providers, course fees and number of enrolments in different subsidised and non-subsidised teacher training courses (including certificate, degree and post-graduate diploma in education programmes) offered to serving kindergarten teachers for the 2011/12 school year are listed as follows :

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

	HKIVE	HKIEd	HKBU	OUHK
No. of intake in 2011/12				
UGC-funded		205		
Non-subsidised (Self-financed)	48		8	115
Tuition fees per course				
UGC-funded		Free		
Non-subsidised (Self-financed)	\$72,000		\$63,000	\$60,000

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

	HKIEd	HKBU	OUHK
No. of intake in 2011/12			
UGC-funded	332		
Non-subsidised (Self-financed)		113	31
Tuition fees per course			
UGC-funded	\$84,300		
Non-subsidised (Self-financed)		\$99,400 (general degree) \$113,400 (honours degree)	\$56,200

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

	HKIEd	HKBU	HKU
No. of intake in 2011/12			
UGC-funded	83		33
Non-subsidised (Self-financed)		32	
Tuition fees per course			
UGC-funded	\$42,100		\$42,100
Non-subsidised (Self-financed)		\$63,000	

Interested applicants make applications to the training providers direct. The EDB does not therefore have details of the number of applications received. Information on the unit cost and amount of subsidies of each of the subsidised training places for serving kindergarten teachers is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants.

Key:

HKIVE - Hong Kong Institute of Vocational Education

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: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB108**

Question Serial No.

2696

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please provide, in the following format, a breakdown of the numbers of serving principals and teachers receiving Teacher Development Subsidy (TDS) as well as the amount of subsidy and courses enrolled in the 2010/11 and 2011/12 school years by non-profit-making (NPM) kindergartens (KGs) joining the Pre-primary Education Voucher Scheme (PEVS), private independent (PI) KGs joining the PEVS and non-PEVS KGs.

	NPM KGs Joining PEVS	PI KGs Joining PEVS	Non-PEVS KGs
No. of serving principals receiving the Subsidy			
No. of serving teachers receiving the Subsidy			
Total amount claimed by serving principals (\$)			
Total Amount claimed by serving teachers (\$)			
Courses enrolled			
- Certificate in Early Childhood Education (C(ECE)) or equivalent			
- Bachelor degree in Early Childhood Education (BEd(ECE))			
- Master degree in Early Childhood Education (M(ECE))			
- Certification for Kindergarten Principals			

Asked by : Hon. EU Yuet-mee, Audrey

Reply:

Under the PEVS, a TDS at \$3,000 per voucher for the 2007/08 school year (sy) and the 2008/09 sy and \$2,000 per voucher for the 2009/10 sy and the 2010/11 sy has been provided to support professional upgrading by teachers and principals of the NPM KGs. Teachers and principals may apply for reimbursement of course fees on a yearly basis from their KGs upon successful completion of the term/year of studies of a recognised course in early childhood education up to the end of the 2011/12 sy. Teachers and principals of KGs not joining the PEVS may, until the end of the 2011/12 sy, 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 KGs as of January 2012, the breakdown of the numbers of serving principals and teachers receiving financial support for professional upgrading in the 2010/11 sy is as follows:

	NPM KGs Joining PEVS	PI KGs Joining PEVS (Note 1)	Non-PEVS KGs
No. of serving principals receiving the Subsidy	239	N/A	26
No. of serving teachers receiving the Subsidy	2 460	N/A	458
Total amount claimed by serving principals (\$)	5,201,600	N/A	273,200
Total Amount claimed by serving teachers (\$)	42,852,000	N/A	4,353,800
Courses enrolled			
- Certificate in Early Childhood Education (C(ECE)) or equivalent	929	N/A	224
- Bachelor degree in Early Childhood Education (BEd(ECE))	1 618	N/A	223
- Master degree in Early Childhood Education (M(ECE))	40	N/A	4
- Certification for Kindergarten Principals	112	N/A	33

Note 1: The 3-year transitional arrangement for PI KGs to join the PEVS was only valid up to the end of the 2009/10 sy. They are counted towards non-PEVS KGs as from the 2010/11 sy.

Information for the 2011/12 sy will only be available by the end of 2012.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB109

Question Serial No.

2697

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 the average teacher-to-student ratio, class size, and the number of teaching periods and average working hours per teacher per week in non-profit-making kindergartens in the 2011/12 school year. Please also compare the above figures to those in Hong Kong in the 2004/05 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 :

In the 2011/12 school year, the actual average teacher-to-student ratio of local non-profit-making kindergartens is 1:9.9 compared with 1:10.5 in the 2004/05 school year. In kindergartens, grouping is usually flexibly arranged for children to meet the needs of different learning activities. Unlike primary and secondary schools, the daily schedule in kindergartens is not organised around subject-based periods. Instead, teachers organise inter-disciplinary activities to support children's learning. Generally speaking, the learning time is between 3 to 3.5 hours for a half-day session (including snack time) and 7 to 7.5 hours for a whole day session (including lunch time and afternoon nap). The Education Bureau has no readily available comparable data regarding the corresponding current figures of the United States, the United Kingdom, the Mainland, Taiwan and Singapore.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB110

Question Serial No.

2698

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 Government will strengthen the elements on China in various key learning areas under the primary and secondary curricula, and organise Mainland exchange activities for students as part of the national education programme to deepen national education. Regarding this, please provide the following information:

- (1) the details of the projects and the provision or estimated provision in 2009-10, 2010-11 and 2011-12;
- (2) 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:

(1) In curriculum development, Chinese element will continue to be strengthened in the Key Learning Areas/subjects at both primary and secondary levels, for example, “General Studies” at primary, “Life and Society” at junior secondary and “Liberal Studies” at senior secondary levels. On-going measures include:

- (i) organizing 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劃) 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);
- (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 exchange programmes in the Mainland for students and teachers, such as “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劃), “The 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), “National Education Exchange Programme in Mainland for Senior Secondary Students” (「同行萬里」高中學生內地交流計劃), “Understanding Our Motherland Programme” (「赤子情、中國心」資助計劃) and “Award Scheme for Student Leaders of Hong Kong: National Education Course”(「香港領袖生獎勵計劃：國情教育課程」), etc.

Expenditure on national education programmes and activities in the years 2009-10, 2010-11 and 2011-12 are shown below.

Year	Expenditure (\$million)
2009-10	49.2
2010-11	64.1
2011-12	77.7

(2) In the years 2009-10 to 2011-12, the non-governmental organisations commissioned to running the above exchange programmes in the Mainland are:

Name of Organisation	2011-12	2010-11	2009-10
1. Hong Kong Federation of Education Workers Education 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			✓
15. Hong Kong -Shanghai Youth Exchange Promotion Association (滬港青年交流促進會)		✓	
16. World Trade Centre Club Hong Kong (世界貿易中心協會(香港))		✓	
17. China Youth Leader Foundation (中華青年精英基金會)		✓	
18. Hong Kong Association of Youth Development (香港青少年發展聯會)		✓	

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

Reply Serial No.

EDB111

Question Serial No.

2699

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:

Please provide a breakdown, by institution and programme, of the tuition fees of self-financing undergraduate programmes in the 2011/12 academic year.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

The tuition fees of full-time locally-accredited self-financing first-year-first-degree programmes by institution and programme in the 2011/12 academic year are set out at Annex.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**First Year Tuition Fees for
Full-time Locally-accredited Self-financing First-Year-First-Degree Programmes
by Institution and Programme (2011/12 Academic Year)**

Institution	Programme	1st Year Fee (HK\$)
Caritas Institute of Higher Education	Bachelor of Business Administration (Honours)	\$51,530
Chu Hai College of Higher Education	Bachelor of Architecture (Honours) Degree Programme	\$53,000
	Bachelor of Arts (Honours) in Chinese Literature Degree Programme	\$53,000
	Bachelor of Arts (Honours) in Journalism & Communication Degree Programme	\$53,000
	Bachelor of Business Administration (Honours) Degree Programme	\$53,000
	Bachelor of Business Administration (Honours) in Business Information Systems Degree Programme	\$53,000
	Bachelor of Business Administration (Honours) in Finance Degree Programme	\$53,000
	Bachelor of Commerce (Honours) in Accounting and Banking Degree Programme	\$53,000
	Bachelor of Engineering (Honours) in Civil Engineering Degree Programme	\$53,000
	Bachelor of Science (Honours) in Architecture Degree Programme	\$53,000
	Bachelor of Science (Honours) in Computer Science Degree Programme	\$53,000
Hang Seng Management College	Bachelor of Business Administration (Honours)	\$60,000
	Bachelor of Business Administration (Honours) in Supply Chain Management	\$60,000
	Bachelor of Journalism and Communication (Honours)	\$60,000
	Bachelor of Translation with Business (Honours)	\$60,000
Hong Kong Institute of Technology	Bachelor of Business [Southern Cross University]	\$42,120
	Bachelor of Information Technology [Southern Cross University]	\$42,120

Institution	Programme	1st Year Fee (HK\$)
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	\$55,000
	Bachelor of Arts with Honours in Economics and Finance	\$55,000
	Bachelor of Arts with Honours in English	\$55,000
	Bachelor of Arts with Honours in History	\$55,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	\$55,000
	Bachelor of Business Administration with Honours	\$55,000
	Bachelor of Commerce with Honours in Accounting	\$55,000
	Bachelor of Commerce with Honours in Law and Business	\$55,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	\$55,000
	Bachelor of Social Sciences with Honours in Psychology	\$55,000
	Bachelor of Social Sciences with Honours in Sociology	\$55,000
	Bachelor of Social Work with Honours	\$55,000
SCAD Foundation (Hong Kong) Limited [Savannah College of Art and Design, Inc.]	Bachelor of Fine Arts in Advertising	\$236,700
	Bachelor of Fine Arts in Animation	\$236,700
	Bachelor of Fine Arts in Graphic Design	\$236,700
	Bachelor of Fine Arts in Illustration	\$236,700
	Bachelor of Fine Arts in Interactive Design and Game Development	\$236,700
	Bachelor of Fine Arts in Motion Media Design	\$236,700
	Bachelor of Fine Arts in Photography	\$236,700
	Bachelor of Fine Arts in Visual Effects	\$236,700

Institution	Programme	1st Year Fee (HK\$)
The Hong Kong Institute of Education	Bachelor of Arts (Honours) in Liberal Studies Education Programme	\$85,867
	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy) Programme	\$78,000
	Bachelor of Science Education (Honours) (Science and Web Technology) Programme	\$82,500
	Bachelor of Science Education (Honours) (Sports Science) Programme	\$85,800
	Bachelor of Social Science Education (Honours) (Greater China Studies) Programme	\$79,267
The Open University of Hong Kong	Bachelor of Arts (Hons) in Chinese	\$49,575
	Bachelor of Arts (Hons) in Chinese Language and Literature	\$43,755
	Bachelor of Arts (Hons) in Creative Writing and Film Arts	\$43,105
	Bachelor of Arts (Hons) in Language and Translation	\$43,755
	Bachelor of Arts (Hons) in Language Studies and Translation	\$54,650
	Bachelor of Business Administration (Hons) in Business Management	\$50,130
	Bachelor of Business Administration (Hons) in Accounting	\$44,405
	Bachelor of Business Administration (Hons) in Management	\$44,405
	Bachelor of Business Administration (Hons) in Professional Accounting	\$50,130
	Bachelor of Business Administration in Banking and Finance	\$44,405
	Bachelor of Business Administration in China Business	\$43,755
	Bachelor of Business Administration in Corporate Administration	\$44,405
	Bachelor of Business Administration in Human Resource Management	\$44,405
	Bachelor of Business Administration in International Business	\$44,405
	Bachelor of Business Administration in Management	\$44,405
	Bachelor of Business Administration in Marketing	\$44,405
	Bachelor of Computing (Hons) in Internet Technology	\$41,900
	Bachelor of Education (Hons) (English Strand) and Bachelor of Language Studies (English) (Hons) double degree	\$66,005

Institution	Programme	1st Year Fee (HK\$)
The Open University of Hong Kong (continued)	Bachelor of Education (Hons) in English Language Teaching and Bachelor of English Language Studies (Hons)	\$51,430
	Bachelor of English Language Studies (Hons)	\$52,080
	Bachelor of Language Studies (English) (Hons)	\$43,105
	Bachelor of Nursing (Hons) in General Health Care	\$48,950
	Bachelor of Nursing (Hons) in Mental Health Care	\$48,950
	Bachelor of Science (Hons) in Computing	\$54,650
	Bachelor of Science (Hons) in Electronic and Computer Engineering	\$43,950
	Bachelor of Science in Computer Engineering	\$43,950
	Bachelor of Social Sciences (Hons)	\$41,805
	Bachelor of Social Sciences (Hons) in Applied Social Studies	\$48,325
	Bachelor of Social Sciences (Hons) in Psychology	\$50,925
Tung Wah College	Bachelor of Business Administration (Honours)	\$66,000

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

EDB112

Question Serial No.

2700

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:

To rationalise the existing practice of bundling the sale and purchase of textbooks with teaching materials, the Administration has implemented the “debundling” policy and adopted the user-pays principle so that parents will no longer have to pay for the cost of teaching materials and their burden on textbook fees will be alleviated. In this connection, what is the estimated savings in respect of school textbook assistance as a result of the implementation of the “debundling” policy in the 2011/12 school year?

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

Since the implementation of the 'debundling' policy in the 2011/12 school year, textbook publishers have only debundled about 8% of all the textbooks on the Recommended Textbook List.

In the current 2011/12 school year, only some of the debundled textbooks are being adopted by schools as schools normally introduce new series of textbooks progressively instead of all at one go. Moreover, though textbook publishers had further pledged that they would debundle the textbooks of the English Language, Chinese Language and Mathematics subjects for primary and junior secondary schools in the 2012/13 school year, the prices of these textbooks are not yet available. At this point in time, we are not able to provide an estimate of the savings in respect of the School Textbook Assistance Scheme in the 2011/12 school year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB113

Question Serial No.

0659

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:

As mentioned in paragraph 47 of the Budget Speech, "the Vocational Training Council will set up an International Cuisine College for people aspiring to become professional chefs in international cuisines. Apart from providing vocational training to those who wish to pursue a career in the catering industry, the College will offer multiple study pathways for youngsters. The College, to be established with a capital expenditure of \$500 million, is expected to admit its first cohort of students in the 2014/15 academic year. It will provide more than 2 000 places a year". Will the Administration inform this Committee:

- (a) of the specific plans for setting up the College and the distribution of the capital expenditure involved;
- (b) whether a new school premises will need to be built; if so, how the new premises will be used complementarily with the existing resources;
- (c) of the estimated annual operating expenditure of the College upon its completion; and
- (d) the reason(s) why revised financial provision for 2011-12 under this programme is 6.8% higher than the original estimate?

Asked by: Hon. FUNG Kin-kee, Frederick

Reply:

In support of the Government's initiatives to promote tourism and wine trading industry and to help brand Hong Kong as a Gourmets' Paradise, Vocational Training Council (VTC) will establish an International Cuisine College (ICC) to provide high quality professional culinary training in international cuisines. The ICC will also support diversification of Hong Kong's education services in providing valuable progression pathways for youth and in-service personnel.

- (a) The ICC will offer a wide array of diversified programmes in the following three areas, leading to qualifications at various levels including higher and professional diploma, diploma and certificate:
 - (i) international cuisine programmes including European, the Mediterranean, Latin American, Middle Eastern, and Asian cuisines;
 - (ii) food and wine pairing, sommelier and other wine related courses to support the development of Hong Kong as a wine hub; and
 - (iii) programmes related to Meetings, Incentives, Conventions and Exhibitions (MICE) to promote the economic development of Hong Kong.

The ICC plans to take in the first batch of students in the 2014/15 academic year, and aims to offer about 2 000 training places upon full implementation.

The capital cost for the construction of a new ICC campus is estimated to be about \$500 million at 2011 prices. It includes costs for site formation, foundation, building and construction, building services installations, as well as furniture and equipment. Details of cost breakdown will only be available after the site has been confirmed.

- (b) The ICC will leverage on the strengths already built up by the Chinese Cuisine Training Institute (CCTI) and the Hospitality Industry Training and Development Centre (HITDC) in the VTC, which are currently offering some 4 000 places each year. The accommodation and facilities in support of these existing programmes are already fully stretched, and the operation of the ICC will require the provision of a new campus. The VTC is exploring the possibility of constructing the new campus in the vicinity of the CCTI and HITDC in Pokfulam so as to achieve synergy through shared use of infrastructure, facilities and resources as and where appropriate.
- (c) The recurrent expenditure for the operation of ICC is estimated to be about \$50 million per annum, \$41 million of which would be met by government subventions. It covers staff salaries, administrative costs, repair and maintenance fees and other operating expenses.
- (d) The 6.8% increase of financial provision in the 2011-12 revised estimates is mainly due to increased subvention for VTC's staff pay increases.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB114

Question Serial No.

1200

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:

What were the expenditures for promoting human rights education, civic education and national education in primary and secondary schools for the past three years? What were the activities and programmes concerned? What were the expenditures for providing teacher training on human rights education, civic education and national education?

Asked by: Hon. HO Chun-yan, Albert

Reply:

Human rights education, civic education and national education have been incorporated in relevant topics of the school curricula in primary and secondary schools such as General Studies at primary level, Life and Society at junior secondary level, and Liberal Studies at senior secondary level. Expenditures for promoting human rights education, civic education and national education across the curricula, including the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and public bodies, have been absorbed by the recurrent expenditures of the Education Bureau. Therefore, we are unable to provide a separate breakdown of the expenditures for promoting human rights education, civic education and national education in primary and secondary schools.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB115

Question Serial No.

1201

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:

What are the contents of activities and the estimates for promoting human rights education, civic education and national education in primary and secondary schools for 2012-13? What are the estimates for providing teacher training on human rights education, civic education and national education?

Asked by: Hon. HO Chun-yan, Albert

Reply:

Human rights education, civic education and national education are incorporated in relevant topics of the school curricula in primary and secondary schools such as General Studies at primary level, Life and Society at junior secondary level, and Liberal Studies at senior secondary level. Recurrent resources for developing civic and national as well as human rights education across the curricula, their promotion in schools, the provision of professional development programmes for school heads and teachers, production of learning and teaching resources, provision of learning activities for students and collaboration with other government departments and bodies constitute an integral part of the Education Bureau's expenditures. We are not able to provide a separate breakdown on the expenditure.

In addition, concepts and values relating to human rights education and civic education are integral parts of the new Moral and National Education (MNE) subject. The Curriculum Development Council (CDC) considered in early February 2012 the draft Curriculum Guide on MNE submitted by the Ad Hoc Committee on MNE. The Education Bureau will study the Curriculum Guide to be submitted by the CDC to the Secretary for Education.

It is an established practice that accompanying the implementation of new subjects and/or major changes in the curriculum will be support measures such as a series of focused and structured professional development programmes, production of learning/teaching resources and other related support targeted at the school and/or teacher levels. The implementation of the MNE subject will be no exception though the details will be considered holistically when we deliberate the CDC recommendation. For estimate purposes, we have, based on the past experience in implementing new curriculum guides of core subjects, earmarked a total provision of approximately \$500 million for 2012-13 for the implementation of the MNE curriculum.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB116

Question Serial No.

1202

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 elaborate on the details, expenditure, contents, staff establishment and number of beneficiaries of the pilot scheme for improving autistic students' communication, emotion management and learning skills in 2011-12 (Please provide a breakdown of the information by primary and secondary schools). Will the pilot scheme continue to be implemented in 2012-13? If so, what are the estimate involved and other details?

Asked by: Hon. HO Chun-yan, Albert

Reply:

We have launched a pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools since the 2011/12 school year. It comprises (a) structured on-top group training for students with ASD and (b) development of a comprehensive school support model for early intervention of students with ASD.

For part (a) of the project, we have commissioned a non-governmental organisation (NGO) which has the relevant expertise to provide small group training after school and / or on Saturdays for ASD students in public sector schools with larger clusters of such students. About 130 primary and 70 secondary students in eight primary and four secondary schools respectively are receiving training in the 2011/12 school year. We will extend the project to cover more schools and students with ASD in the 2012/13 school year. The target of the pilot project is to cover around 40% of the students with ASD in about 80 primary and secondary schools, which means approximately 1 100 students. The outcome of the pilot project will hopefully provide pointers on how we may further enhance the support for students with ASD. For part (b) of the project, 30 primary schools are being supported by educational psychologists to develop and try out the school support model at junior primary levels for early intervention of students with ASD. As the pilot schools need to create room for the teachers to develop and try out the assessment tools and intervention strategies, as well as to consolidate their knowledge and experience in an operation manual for dissemination to all schools in Hong Kong upon the completion of the project, we have been providing additional funding for each participating school to employ a teaching assistant during the piloting period. This part of the project will also continue in the 2012/13 school year. The revised estimated expenditure for the pilot project is \$43 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB117

Question Serial No.

1204

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:

Since the Bureau will “continue to implement the improvement measures introduced as from the 2010/11 school year on extension of years of study for special school students who have such a need due to various valid reasons”, please elaborate on the details, including the estimated expenditure, contents, staff establishment and estimated number of beneficiaries. What improvement measures did the Administration put in place in the 2011/12 school year? What was the expenditure involved?

Asked by: Hon. HO Chun-yan, Albert

Reply:

In the 2011/12 school year, the Education Bureau (EDB) continues to implement the improvement measures on extension of years of study (EoS) 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. Under the improved mechanism, we provide the schools with additional school places and allow them to exercise school-based judgment to arrange for students with such a need and valid reasons to extend their years of study according to the objective criteria jointly set by EDB and the special education sector. In the 2011/12 school year, about 600 students at various grade levels were approved by the special schools to extend their years of study. For implementation of the improvement measures on EoS in the 2011/12 school year, about 120 teaching posts have been created, and the estimated additional recurrent expenditure is around \$160 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

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

EDB118

Question Serial No.

1205

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:

The Government actively encourages integrated education (IE) to facilitate students with special educational needs to integrate into mainstream schools. In respect of IE (including care of students with mental problems), please elaborate on the expenditures for the past three school years, the estimated expenditure for 2012/13, the number of primary and secondary schools implementing IE and the support measures provided for these schools by Government.

Asked by: Hon. HO Chun-yan, Albert

Reply:

Under the Disability Discrimination Ordinance, all schools have the legal obligation to provide equal opportunities to education for all students regardless of their disabilities. Hence, all mainstream schools are required to implement integrated education. Schools should provide appropriate support to meet the learning needs of students with special educational needs (SEN). For students with mental illness, they need treatment by medical professionals. With proper treatment and rehabilitation, they may overcome their difficulties which are often transient in nature. The role of the schools is to provide complementary service, such as counselling by professionals including student guidance teachers, school social workers and educational psychologists, to help the students adapt to school life and restore normal routine in accordance with the treatment and rehabilitation requirements. To support schools, the Education Bureau (EDB) has provided them with a set of guidelines entitled "Schools should take proper care of students with mental problems". Professionals from various disciplines, including educational psychologists and psychiatrists, will arrange case conference to discuss support plans when necessary. Besides, relevant thematic courses and seminars have been organised in collaboration with the Hospital Authority (HA) to enhance the knowledge and skills of the guidance personnel and supporting professionals. The EDB will continue to work with the HA to review and discuss possible enhancement of the current reporting and cross-disciplinary support mechanism for students with mental illness on resumption of school after discharging from hospital.

The EDB has been providing additional resources, professional support and teacher training to help the schools cater for their students with SEN. Details of these support and services in the 2009/10, 2010/11, 2011/12 and 2012/13 school years are set out in the Appendix.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 23 February 2012

Additional support and services provided for integrated education in the 2009/10, 2010/11, 2011/12 and 2012/13 school years

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2009/10 school year (\$ million)	2010/11 school year (\$ million)	2011/12 school year (revised estimate) (\$ million)	2012/13 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.	185.5	172.8	177.1	170.8
	Learning Support Grant (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.	131.8	138.2	148.9	162.1

	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.	12.2	10.6	10.8	10.8
	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.	0.6	1.1	1.2	1.2
	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	0.9	1.2	1.2

	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	13.7	18.7	28.0	31.1
	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.	39.1	41.6	45.6	53.2
	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.	2.8	4.7	7.3	8.8
(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	6.7	6.4	6.4

	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.	0.5	0.8	0.8	0.8
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	330.5	322.7	327.6	310.0
	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.	0.6	0.6	0.8	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.	0.0	0.5	0.9	0.9

	Learning Support Grant	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	74.7	97.5	117.0	154.2
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	2.2	8.4	13.5	20.6
(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.	8.2	8.6	10.7	10.7
	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.	4.5	4.2	2.8	3.0

	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.	6.1	5.1	4.8	4.8
(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.	55.5	56.4	68.5	64.5
(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	0.6	0.6
Total:			878.2	900.4	974.5	1,016.5

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

EDB119

Question Serial No.

1206

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:

Please give a breakdown of the numbers of students studying in special schools as well as those in primary and secondary schools joining the Integrated Education Programme by types of disabilities and the unit cost of each type of school places in the past 3 school years. Among all students with special educational needs, what is the percentage of those attending mainstream schools? How many of them are unable to adapt to mainstream schools and have to return to special schools? What are the reasons?

Asked by: Hon. HO Chun-yan, Albert

Reply:

The number of students by types of disabilities studying in special schools and the unit cost of each type of school places in the 2009/10, 2010/11 and 2011/12 school years are set out in Part I of the Appendix.

The number of students by types of disabilities studying in primary and secondary schools that have participated in the Integrated Education (IE) Programme and the unit cost of the Programme in the 2009/10, 2010/11 and 2011/12 school years are set out in Part II of the Appendix.

In addition to the IE Programme, there are other initiatives for supporting students with special educational needs (SEN) and low academic achievement in mainstream schools such as Intensive Remedial Teaching Programme, Learning Support Grant and additional teachers to cater for low academic achievers.

As at September 2011, our record shows that about 80% of the students with various types of SEN are studying in mainstream schools.

The numbers of students transferred from mainstream schools to special schools in the 2009/10, 2010/11 and 2011/12 school years (up to 15 September 2011) are 145, 171 and 78 respectively. The majority are students with intellectual disability and the rest have severe or multiple disabilities. They have been transferred to special schools since they need more intensive support which is available in special schools.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

Part I : Special schools**1. Number of students by major types of disabilities**

Type of Disability	2009/10 School Year	2010/11 School Year	2011/12 School Year
Visual Impairment	149	143	126
Hearing Impairment	153	136	145
Mild Intellectual Disability	2 923	3 072	3 116
Moderate Intellectual Disability	1 610	1 697	1 756
Severe Intellectual Disability	762	749	746
Physical Disability	845	877	932
Total	6 442	6 674	6 821

2. Average unit cost per school place

School Type	2009/10 School Year	2010/11 School Year	2011/12 School Year (Estimate)
Visual Impairment	\$173,500	\$174,500	\$197,500
Hearing Impairment	\$205,000	\$207,000	\$221,000
Mild Intellectual Disability	\$107,500	\$110,000	\$122,500
Moderate Intellectual Disability	\$169,500	\$185,000	\$198,500
Severe Intellectual Disability	\$239,000	\$242,500	\$263,000
Physical Disability	\$216,000	\$218,000	\$230,000

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

1. Number of students by major types of disabilities

Primary schools

Type of Disability	2009/10 School Year	2010/11 School Year	2011/12 School Year
Visual Impairment	4	7	6
Hearing Impairment	21	17	10
Intellectual Disability	110	100	92
Physical Disability	26	23	20
Autism Spectrum Disorders	225	208	253
Total	386	355	381

Secondary schools

Type of Disability	2009/10 School Year	2010/11 School Year	2011/12 School Year
Visual Impairment	24	20	19
Hearing Impairment	39	26	22
Intellectual Disability	42	31	29
Physical Disability	18	16	15
Autism Spectrum Disorders	55	53	48
Total	178	146	133

2. Average additional unit cost per place of the IE Programme

2009/10 School Year	2010/11 School Year	2011/12 School Year (Estimate)
\$37,000	\$34,000	\$34,000

Note: *The average unit cost per place of the 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.*

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

EDB120

Question Serial No.

1207

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 past 3 school years.

Asked by: Hon. HO Chun-yan, Albert

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 2009/10, 2010/11 and 2011/12 school years is summarised in the Appendix.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

Teacher Training in Special Education in the 2009/10 to 2011/12 School Years

Type of Courses		2009/10 School Year (Actual)				2010/11 School Year (Actual)				2011/12 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	216 (224)	3,240,000	15,000	39	280 (217)	4,200,000	15,000	39	240	3,600,000	15,000
2	Professional Development Course-Catering for Diverse Learning Needs (Level 2)	90	188 (167)	8,460,000	45,000	117	200 (173)	9,000,000	45,000	117	200	9,000,000	45,000
3	Basic Course on Catering for Diverse Learning Needs (Note 2)	30	1000 (1083)	11,913,000	11,000	30	400 (390)	4,056,000	10,400	30	400	4,560,000	11,400
4	Advanced Course on Catering for Diverse Learning Needs with 30-hour optional attachment module (Note 2)	90-120	280 (353)	13,096,300	37,100	90-120	440 (322)	11,237,800	34,900	90-120	440	15,972,000	36,300
5	Thematic Courses on Education of Students with Specific Learning Difficulties for Chinese and English Language Teachers (Notes 2 & 3)	72	432 (264)	5,359,200	20,300	72	600 (522)	11,901,600	22,800	-	-	-	-
6	Thematic Courses on Education of Students with Specific Learning Difficulties for Chinese Language Teachers (Notes 2 & 3)	-	-	-	-	72	80 (77)	1,709,400	22,200	72	200	5,160,000	25,800
7	Thematic Courses on Education of Students with Specific Learning Difficulties for English Language Teachers (Notes 2 & 3)	-	-	-	-	72	80 (15)	357,000	23,800	72	320	8,768,000	27,400

Type of Courses		2009/10 School Year (Actual)				2010/11 School Year (Actual)				2011/12 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 (\$)
8	Thematic Courses on Education of Students with Hearing Impairment and Speech and Language Impairment (Note 2)	-	-	-	-	90	120 (70)	2,310,000	33,000	90	224	7,660,800	34,200
9	Thematic Courses on Education of Students with Special Educational Needs (Note 2)	60	480 (435)	9,831,000	22,600	60	520 (413)	8,796,900	21,300	60	466	10,624,800	22,800
10	Course on “Psychological Approach to Effective Strategies in Handling Students’ Challenging Behaviour” (Note 2)	120	50 (50)	2,005,000	40,100	120	50 (46)	1,720,400	37,400	120	50	2,125,000	42,500
11	Workshops on “Catering for Diverse Learning Needs for Teaching Assistants”	12	560 (518)	572,390	1,105	12	520 (362)	621,554	1,717	12	560	784,000	1,400
12	Theme-based Seminars / Workshops on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, etc.	3-42	6 000 (6113)	994,455	NA (Note 4)	3-42	6200 (6038)	504,100	NA (Note 4)	3-42	6000	320,000	NA (Note 4)
TOTAL				55,471,345				56,414,754				68,574,600	

Note 1: Number of participants for the 2011/12 school year is not yet available.

Note 2: 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 3: Items 5, 6 and 7 are listed separately since they are offered by different service providers under different service contracts.

Note 4: 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.

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

EDB121

Question Serial No.

1208

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

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 provide the numbers of non-Chinese speaking (NCS) students by grade in universities, secondary schools, primary schools and kindergartens, together with the relevant expenditures in the past 3 years, as well as the estimated expenditure for educational support for NCS students in 2012/13. What about the educational support programmes for NCS students in the past 3 financial years and planned for in 2012-13? How many students have been or will be benefited? Has the Government evaluated the effectiveness of the support measures?

Asked by: Hon. HO Chun-yan, Albert

Reply:

According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by level and by grade in the past three school years (i.e. 2009/10, 2010/11 and 2011/12 school years) is tabulated at Annex A.

The support measures for NCS students in the past three school years (i.e. 2009/10, 2010/11 and 2011/12 school years), the expenditures and target NCS students where appropriate are tabulated at Annex B. It is worth noting that since the support measures are needs-driven and conducted in a school-based manner, all NCS students should benefit from the support measures.

The Government is committed to facilitating NCS students to adapt to the local education system and their early integration into the community. Support measures put in place since the 2006/07 school year have been refined taking into consideration the feedback from stakeholders especially schools which have experience in facilitating NCS students' adaptation to the local curriculum.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**Number of non-Chinese speaking students
by level and by grade in the 2009/10, 2010/11 and 2011/12 school years**

Level	Grade	2009/10 school year	2010/11 school year	2011/12 school year
Pre-primary (K1 to K3)	K1	3 465	3 963	4 110
	K2	3 671	4 215	4 410
	K3	2 877	3 014	3 050
	K1-K3	10 013	11 192	11 570
Primary (Primary 1 – 6)	P1	1 116	1 229	1 291
	P2	1 066	1 252	1 310
	P3	1 052	1 259	1 297
	P4	1 163	1 173	1 321
	P5	1 066	1 254	1 222
	P6	1 017	1 070	1 262
	P1-P6	6 480	7 237	7 703
Secondary (Secondary 1 – 7)	S1	1 099	1 304	1 373
	S2	976	1 145	1 339
	S3	802	995	1 114
	S4	692	815	999
	S5	519	645	734
	S6	179	189	648
	S7	139	143	166
	S1-S7	4 406	5 236	6 373

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover 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 undergraduate 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.

Support measures	Actual expenditure in the 2009/10 school year \$ million	Actual expenditure in the 2010/11 school year \$ million	Estimated expenditure in the 2011/12 school year \$ million	Estimated expenditure in the 2012/13 school year \$ million										
<p>Focused support to designated schools serving NCS students</p> <p>The numbers of NCS students in designated schools are as follows:</p> <table><tr><td>No. of NCS</td><td></td></tr><tr><td><u>School year</u></td><td><u>students</u></td></tr><tr><td>2009/10</td><td>6 976</td></tr><tr><td>2010/11</td><td>7 693</td></tr><tr><td>2011/12</td><td>8 363</td></tr></table>	No. of NCS		<u>School year</u>	<u>students</u>	2009/10	6 976	2010/11	7 693	2011/12	8 363	*	*	*	*
No. of NCS														
<u>School year</u>	<u>students</u>													
2009/10	6 976													
2010/11	7 693													
2011/12	8 363													
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	14.4	15.6	16.8	18.6										
Development of the Supplementary Guide to the Chinese Language curriculum for NCS students	<p>*</p> <p>An additional sum of about \$4.5 million to continue with the relevant study started in the 2006/07 school year and for development of teaching reference materials and assessment tools</p>	<p>*</p> <p>An additional sum of about \$1.6 million to continue with the development of teaching reference materials and assessment tools</p>	<p>*</p> <p>An additional sum of about \$2.5 million to continue with the development of teaching reference materials and assessment tools</p>	<p>*</p> <p>An additional sum of about \$0.7 million to continue with the development of teaching reference materials and assessment tools</p>										
Training programmes for Chinese Language teachers in primary schools with NCS students	0.26	The programmes are subsumed in the overall professional development programme of the Education Bureau (EDB) and a breakdown of expenditure by item is not available	The programmes are subsumed in the overall professional development programme of EDB and a breakdown of expenditure by item is not available.	The programmes are subsumed in the overall professional development programme of EDB and a breakdown of expenditure by item is not available.										

<p>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</p> <p>The numbers of participating students are as follows:</p> <table><tr><td>No. of NCS</td><td></td></tr><tr><td><u>School year</u></td><td><u>students</u></td></tr><tr><td>2009/10</td><td>410</td></tr><tr><td>2010/11</td><td>482</td></tr><tr><td>2011/12</td><td>588</td></tr></table>	No. of NCS		<u>School year</u>	<u>students</u>	2009/10	410	2010/11	482	2011/12	588	2.3	2.8	3.0	3.1
No. of NCS														
<u>School year</u>	<u>students</u>													
2009/10	410													
2010/11	482													
2011/12	588													
<p>Implementation of the project of After-school Extended Chinese Learning, a three-year pilot project rolled out in the 2010/11 school year to provide funding to non-designated schools to put in place diversified after-school extended Chinese learning programmes</p> <p>In the 2010/11 and 2011/12 school years, about 2 300 and 4 000 NCS students participated respectively, i.e. about half and 70% of the NCS students in non-designated schools in the respective school years.</p>	-	9.0	13.0	14.0										
<p>Summer Bridging Programmes for NCS students in primary schools</p> <p>The numbers of participating students are as follows:</p> <table><tr><td>No. of NCS</td><td></td></tr><tr><td><u>School year</u></td><td><u>students</u></td></tr><tr><td>2009/10</td><td>#</td></tr><tr><td>2010/11</td><td>1 300</td></tr><tr><td>2011/12</td><td>1 300</td></tr></table>	No. of NCS		<u>School year</u>	<u>students</u>	2009/10	#	2010/11	1 300	2011/12	1 300	#	1.4	1.4	1.5
No. of NCS														
<u>School year</u>	<u>students</u>													
2009/10	#													
2010/11	1 300													
2011/12	1 300													

<p>Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination, starting from 2010 to the effect that the fee level of GCSE (Chinese) Examination payable by the subsidized school candidates 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</p> <p>In 2009/10 and 2010/11 school years, 292 and 313 NCS candidates were subsidised respectively.</p>	0.23	0.26	0.28	0.38
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Note:

- * These measures are provided by different sections of 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 owing to suspension of classes in primary schools due to Human Swine Influenza.

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

EDB122

Question Serial No.

1209

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:

Please give an account of the number of courses provided by the Vocational Training Council (VTC) in each of the past three financial years. How many courses provided by the VTC were dedicated to ethnic minorities (EMs)? What were the respective amounts of expenditure involved? What were the numbers of applicants? What was the amount of resources deployed by the VTC to assist EMs in pursuing further studies and seeking employment after completion of the courses? Were there any EMs enrolled in courses not dedicated to them? What were the numbers of such enrolment? What was the amount of resources deployed by the VTC to assist EMs in pursuing further studies and seeking employment after completion of the non-dedicated courses? Which VTC courses dedicated to EMs will continue to be provided in 2012-13? Which will not? What new courses will be provided? What is the total amount of resources committed?

Asked by: Hon. HO Chun-yan, Albert

Reply:

In each of the 2009/10 to 2011/12 academic years, Vocational Training Council (VTC) offered around 20 dedicated vocational education and training programmes to ethnic minorities (EM) students. They included courses at certificate and diploma levels in business, hotel and tourism for secondary school leavers; Applied Learning courses in hotel operations and multimedia entertainment studies for senior secondary students; and Vocational Development Programmes in beauty care and catering servicing for non-engaged youths. In the 2011/12 academic year, a new workplace Chinese language programme designed with reference to the Specification of Generic (Foundation) Competencies under the Qualifications Framework was offered to enhance the language ability and employability of EM students. The enrolment under the dedicated programmes for EM students in the 2009/10 to 2011/12 academic years are 672, 683 and 670 (estimated) respectively.

VTC's net expenditure for the dedicated programmes for EM students is about \$12 million per annum in the 2009/10 and 2010/11 academic years, and \$8 million (estimated) for the gap year of the 2011/12 academic year.

EM students of VTC's pre-employment programmes enjoy various support services including additional tutorial classes, counselling and coaching to help them better cope with study and adapt to campus life, peer support through the Peer Mentorship Scheme as well as extra-curricular activities that aim at integrating EM students into the community of local students. VTC also provides all students, including EM students, with career advisory and support services, including a Job Information System, a dedicated career web platform, career advisory training and personalised career clinics. These initiatives form an integral part of VTC's budget for student support services.

In the 2012/13 academic year, VTC will continue to work closely with the non-governmental organisations and secondary schools serving EM groups to ensure the relevance of the programmes offered. The existing dedicated EM programmes mentioned above will continue to be offered and the workplace Chinese language programme will be further developed. VTC has also planned to establish a new Youth College to provide diversified study opportunities for students. The new Youth College will provide dedicated support for EM students and those with special educational needs. The new Youth College plans to offer 240 new places, including places for EM students, in the 2012/13 academic year. The subvention from the Government for the new Youth College is about \$15.5 million in the 2012/13 academic year.

In each of the 2009/10 to 2011/12 academic years, in addition to dedicated programmes to EM students, VTC offered around 200 pre-employment vocational education and training programmes for students who met the entry requirements, irrespective of their ethnic origin. VTC does not keep separate course enrolment statistics for EM students participating in those courses which are not dedicated to EMs.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 22 February 2012

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

EDB123

Question Serial No.

1210

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:

Has the Government assessed the number of ethnic minorities (EMs) enrolling in training courses, their completion of such courses and employment prospects? Moreover, has the Government studied which of the vocational training needs of EMs have yet to be met, so as to help them seek employment and contributed to the society? In this regard, what are the initiatives planned for 2012-13 and the amount of resources committed?

Asked by: Hon. HO Chun-yan, Albert

Reply:

In planning vocational education and training programmes for the ethnic minorities (EM) students, the Vocational Training Council (VTC) works closely with the non-governmental organisations (NGOs) and secondary schools serving EM groups to ensure relevance of the programmes offered. In the 2010/11 academic year, about 57% of graduates from post-secondary 3 and 5 courses dedicated for EM students pursued further studies at VTC or other local institutions, and about 97% of the remaining graduates secured employment.

VTC will continue to collaborate closely with the related NGOs and secondary schools to offer programmes suitable for EMs. As from the 2011/12 academic year, a new workplace Chinese language programme designed with reference to the Specification of Generic (Foundation) Competencies under the Qualifications Framework is offered to further enhance the language ability and employability of non-Chinese speaking students. VTC has also planned to establish a new Youth College to provide diversified study opportunities for students. The new Youth College will provide dedicated support for EM students and those with special educational needs. The new Youth College plans to offer 240 new places, including places for EM students, in the 2012/13 academic year. The subvention from the Government for the new Youth College is about \$15.5 million in the 2012/13 academic year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB124**

Question Serial No.

2090Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (2) Primary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Regarding the implementation of small class teaching (SCT) in public sector primary schools, please provide the following information:

1. The number of SCT schools and their number of school places in the 2011/12 school year as well as the estimated numbers for the 2012/13 school year in each of the 18 districts in Hong Kong.
2. The percentage share of SCT primary school places in the total number of primary school places in the respective districts.
3. The number of additional teachers employed and the actual amount of expenditure incurred in the implementation of SCT.
4. During the trial implementation of SCT, teachers will need more experience sharing and exchange. Has the Administration provided any resources for such activities among teachers? What is the amount of expenditure incurred?

Asked by: Hon. HO Sau-lan, CydReply:

The number of small class teaching (SCT) schools, SCT school places and the percentage share of SCT primary school places in the total number of primary school places by district in the 2011/12 and 2012/13 school years are tabulated at the Annex. Given that SCT is implemented starting from the 2009/10 school year at Primary 1 and progressing each year to a higher level to cover Primary 6 in the 2014/15 school year, reference has been made to the situation of Primary 1 in compilation of the Annex.

Apart from SCT, other factors such as the redeployment of resources by individual schools, development plan of individual schools, etc. may also affect the number of teachers appointed in public sector primary schools. As such, we are not able to provide the number of additional teachers and additional cost incurred solely arising from the implementation of SCT. Notwithstanding that, about 700 additional time-limited teaching posts have been provided in each of the 2008/09 and 2009/10 school years to support schools indicating readiness in implementing SCT and the total cost incurred is about \$400 million. In the 2010/11 school year, about 300 additional time-limited teaching posts costing about \$100 million have been provided to schools implementing SCT for them to devise school-based teaching strategies under a small class context so as to enhance the effectiveness of learning and teaching. The strategies are being compiled for dissemination in end 2012.

Due to the impossibility of segregating the impact of SCT from other concurrent developments on additional classes and additional teachers, we are not able to provide information on the precise resource implications of SCT implementation. Nevertheless, for reference purpose and taking the 301 (65%) public sector primary schools implementing SCT starting from Primary 1 in the 2009/10 school year and the then prevailing district-based school-age population as the basis and assuming that such a basis remains unaffected by other intervening factors, the total estimated additional recurrent expenditure for the implementation of SCT arising from operating additional classes and providing additional teachers to schools which have adopted school-based measures to enhance the quality of learning and teaching before transition into SCT for each of the school years from 2009/10 to 2012/13 are set out as below:

School Year	2009/10	2010/11	2011/12	2012/13
Total additional recurrent expenditure (\$ million)	261	457	746	996

To maximize the benefits of SCT, we have also set aside a total of \$218 million for six years starting from 2009-10 to support schools and teachers in the form of professional development activities. 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. For planning purpose, we have earmarked an estimated expenditure of \$36 million in 2012-13. The actual expenditure to be incurred will depend on, among other factors, 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: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 24 February 2012

District [school-netting under Primary One Admission System]	2011/12 school year		2012/13 school year
	No. of schools implementing SCT	Total no. [%] of school places for SCT in P1	No. of schools to implement SCT
Central & Western [Net 11]	10	575 [46.6]	10
Wan Chai [Net 12]	10	725 [53.5]	10
Eastern [Net 14 & 16]	17	1 250 [51.0]	17
Southern [Net 18]	9	625 [69.8]	9
Yau Tsim Mong [Net 31 & 32]	8	500 [26.2]	11
Sham Shui Po [Net 40]	8	475 [22.4]	12
Kowloon City [Net 34, 35 & 41]	23	1 775 [59.1]	23
Wong Tai Sin [Net 43 & 45]	24	1 925 [83.2]	24
Kwun Tong [Net 46 & 48]	26	2 750 [76.6]	27
Sai Kung [Net 95]	22	1 875 [100.0]	22
Sha Tin [Net 88, 89 & 91]	28	2 325 [63.8]	28
Tai Po [Net 84]	16	1 475 [84.5]	16
North [Net 80, 81 & 83]	18	1 600 [56.5]	18
Yuen Long [Net 72, 73 & 74]	40	3 500 [88.6]	40
Tuen Mun [Net 70 & 71]	29	2 350 [77.3]	30
Tsuen Wan [Net 62]	10	750 [43.1]	10
Kwai Tsing [Net 64, 65 & 66]	21	1 600 [50.2]	22
Islands [Net 96, 97, 98 & 99]	15	875 [96.7]	15

Note:

We are unable to compile the total number of Primary 1 school places for the 2012/13 school year as the projected number of approved classes in schools in the 2012/13 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.

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

EDB125

Question Serial No.

2092

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 implementation of a new programme under the new senior secondary academic structure modelled on Project Yi Jin (PYJ), please provide the following information:

- (a) What are the number of places to be offered each year and the annual tuition fee to be charged for the new programme? What is its difference with the current PYJ programme?
- (b) At present, PYJ students who have achieved 80% attendance and obtained a pass in all modules are eligible for a Government subsidy of 30% of the tuition fees. Will consideration be given to providing students of the new programme with the same or even a higher level of Government subsidy? If so, what is the estimated expenditure involved?
- (c) Has the Administration earmarked any resources for employing additional teachers and providing serving teachers with training to cater for the new programme? What is the amount of expenditure to be incurred?
- (d) When does the Administration intend to announce the contents of the new programme and other details?
- (e) There are only 120 contact hours for language modules in the current PYJ programme. How can the Administration ensure that PYJ students, upon completion of the programme, will attain a qualification recognized as equivalent to the Hong Kong Certificate of Education Examination?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

- (a) & (b) The Financial Secretary proposed in his Budget Speech for 2012-13 that \$1 billion be set aside for implementing a programme based on the Project Yi Jin model to provide an alternative pathway for secondary 6 school leavers under the New Academic Structure (NAS) as well as adult learners to obtain a formal qualification for the purposes of employment and further study. It is estimated that about 15 000 places will be offered under the new programme each year. Details of the expenditure, the tuition fees to be charged, as well as the level of financial subsidy to students are not yet available as the programme is still being developed by the Federation for Continuing Education in Tertiary Institutions (FCE). Based on the experience in recent years, we estimate that the sum earmarked should be sufficient to cover the Government's expenditure for the programme in the first five years of implementation. The proposed funding is mainly for reimbursement of tuition fee to eligible students as a form of financial subsidy to students.

A brief comparison of the existing and the new Yi Jin Diploma programme is appended below for easy reference –

	Project Yi Jin	New Yi Jin Diploma
Target Participants	Secondary 5 school leavers under the pre-NAS academic structure and adult learners aged 21 or above.	Secondary 6 school leavers under the NAS and adult learners aged 21 or above.
Course Content	The programme comprises 10 modules, including seven core modules (Chinese Language, English Language, Mathematics, Information Technology, Putonghua and Communication Skills) and three elective modules. A wide range of elective modules, which are primarily practical subjects, are offered to cater for students with different interests and aptitude.	The programme will comprise eight modules with a total of 600 contact hours, including five core modules (Chinese Language, English Language, Mathematics, Liberal Studies and Communication Skills) and three elective modules. A wide range of elective modules, primarily practical subjects, will be offered to cater for participants with different interests and aptitude. The previous core modules on Putonghua and Information Technology will be subsumed under relevant core subjects in the new programme. Furthermore, there will be an additional elective module on Mathematics.
Exit Standard	The Project Yi Jin Certificate has been assessed by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications as comparable to five passes in the Hong Kong Certificate of Education Examination for continuing education and employment purposes.	It is intended that upon satisfactory completion of study, a student under the new programme will be awarded a full Yi Jin Diploma (YJD), which will be deemed comparable to the attainment of Level 2 standard in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. For those students who have satisfactorily completed the additional Mathematics elective module, the qualification is intended to be deemed comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination.

- (c) Similar to the existing Project Yi Jin, the new programme will be run on a self-financing basis by FCE member institutions. In developing the new programme, the FCE will consider the arrangement for training of teachers. The Administration will liaise closely with the FCE and complement its efforts where appropriate to ensure quality delivery of the new programme.
- (d) Subject to the completion of the development of the new programme, we plan to brief the Legislative Council Panel on Education the details in the first half of 2012.
- (e) For the existing Project Yi Jin, upon satisfactory completion of study, a student will be awarded a full Project Yi Jin Certificate which is deemed comparable to the attainment of five passes in the Hong Kong Certificate of Education Examination. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications has conducted a comparability study on the programme and confirmed

that the programme could effectively attain the exit standard.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 20 February 2012

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

EDB126

Question Serial No.

2095

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 revised financial provision for the Education Bureau for 2011-12 under the Programme of Policy and Support is \$4.7 billion, representing an increase of 140.3% over the original estimate of \$1.96 billion. What are the reasons? On what items is the additional expenditure spent?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

The revised estimate for 2011-12 under Programme (7) Policy and Support is \$2,749.4 million (140.3%) higher than its original estimate. This is due to the in-year injections to the Self-financing Post-secondary Education Fund (\$2,500 million) and HKSAR Government Scholarship Fund (\$250 million) approved by the Finance Committee, which were not included in the original estimate of the Education Bureau.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB127

Question Serial No.

2096

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:

- (a) Please provide the average class size in schools for children with mild intellectual disability by grade level in the 2009/10 to 2011/12 school years.
- (b) At present, what is the number of classes with a class size of less than 15 students and their percentage share in the total number of classes in schools for children with mild intellectual disability?
- (c) When will the Administration plan to meet the target of reducing the class size to 15 students per class? What is the estimated expenditure?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

(a) – (c)

To enhance the learning and teaching support for aided special schools for children with mild intellectual disability (MiID schools), the Education Bureau has reduced the class size of these schools from 20 to 15 students per class starting from Primary 1 and Secondary 1 concurrently from the 2009/10 school year. In the 2011/12 school year, such enhancement is extended to Primary 3 and Secondary 3 and the number of approved classes at junior primary and junior secondary levels is 88, which is about 46% of the total number of approved classes in MiID schools. It should be noted that the standard class size of 15 or 20 is used for the purpose of approving the class organisation of individual schools. It is a common practice for special schools to adopt flexible groupings across grade levels and individualised education programme to cater for the special educational needs of the students. Presenting the average class sizes by grade level is not reflecting the actual operation in special schools and hence they are not provided. By the 2014/15 school year, the class size of all levels in MiID schools will be reduced to 15. The full year effect is around \$55 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB128

Question Serial No.

2097

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 implementation of the "School-based Educational Psychology Service" in public sector primary and secondary schools to give them greater support to help students with dyslexia and other special educational needs, please provide the following information:

- (a) The numbers of primary and secondary schools implementing the "School-based Educational Psychology Service" in the 2011/12 school year as well as the estimated numbers for the 2012/13 school year in each of the 18 districts in Hong Kong, and their percentage shares in the total numbers of primary and secondary schools in the respective districts.
- (b) The numbers of primary and secondary students participating in the "School-based Educational Psychology Service" in the 2010/11 and 2011/12 school years, and their percentage shares in the total numbers of students in the participating schools.
- (c) The number of additional educational psychologists employed and the actual amount of expenditure incurred in the implementation of the "School-based Educational Psychology Service".

Asked by: Hon. HO Sau-lan, Cyd

Reply:

- (a) The number and percentage of public sector schools receiving the School-based Educational Psychology Service (SBEPS) in the 2011/12 school year by district is tabulated at Appendix. In the 2012/13 school year, it is anticipated that an additional number of about 70 public sector primary and secondary schools will be provided with the SBEPS. We will invite schools to apply for the service in due course and are thus unable to provide a district breakdown at the present stage.
- (b) In the 2010/11 and 2011/12 school years, 413 and 462 schools are provided with the SBEPS respectively. The SBEPS is a comprehensive service that covers remedial, preventive and developmental work in catering students' diverse educational needs at the school system, teacher and student levels. All students in the participating schools benefit from the service either directly or indirectly.
- (c) SBEPS will be extended progressively to cover all public sector primary and secondary schools by the 2016/17 school year. To achieve the target, 41 additional educational psychologist posts will be created. The additional expenditure upon full implementation is about \$36 million per year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

Breakdown of the number and percentage of public sector schools receiving the SBEPs in the 2011/12 school year by district

District	No. of schools receiving SBEPs	No. of schools in the district	Percentage
Central & Western	6	26	23.1
Eastern	28	54	51.9
Islands	11	24	45.8
Southern	18	25	72.0
Wan Chai	5	29	17.2
Kowloon City	27	62	43.5
Wong Tai Sin	30	51	58.8
Sai Kung	27	41	65.9
Kwun Tong	38	59	64.4
Yau Tsim Mong	17	35	48.6
Sham Shui Po	30	39	76.9
North	30	47	63.8
Sha Tin	46	79	58.2
Taipo	17	38	44.7
Kwai Tsing	37	61	60.7
Tsuen Wan	16	35	45.7
Tuen Mun	40	73	54.8
Yuen Long	39	79	49.4

Note: *Before full implementation of the SBEPs, priority is given to the more needy schools, such as those with a larger number of students with special educational needs and with high risk cases, etc. Hence, the schools receiving the service are not evenly distributed among the 18 districts.*

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB129**

Question Serial No.

2105

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

Regarding consultancy studies (if any) commissioned by the Education Bureau and its departments for the purpose of formulating and assessing policies, please provide information in the following format.

- (a) Using the table below, please provide information on studies on public policy and strategic public policy for which funds had been allocated between 2009-10 and 2011-12:

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
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- (b) Are there any projects for which funds have been reserved for conducting consultancy studies in 2012-13? If yes, please provide the following information:

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	For the projects that are expected to be completed in 2012-13, is there any plan to make them public? If yes, through what channels? If no, why?
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- (c) What are the criteria for considering the award of consultancy projects to the research institutions concerned?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

(a) The consultancy studies for which funds have been allocated between 2009-10 and 2011-12 are as follows –

(i) Studies commissioned by the Education Bureau (under Head 156) -

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
The Chinese University of Hong Kong	Others (By quotation)	Provision of consultancy service for a study on good practices in primary and secondary schools to support non-Chinese speaking (NCS) students	795,800	January 2008	Completed	The findings provided useful reference for supporting NCS students.	The Executive Summary of the report was uploaded onto the website of the Education Bureau in August 2010. The full report had been placed in the Central Resources Centre at Kowloon Tong Education Services Centre since August 2010.
Policy 21 Limited	Others (By quotation)	Stakeholder monitoring survey on education reform and major education initiatives 2010 To systematically collect perceptions of eight groups of stakeholders over time on education reform and major education initiatives.	428,000	August 2009	Completed	The findings would be used as reference in curriculum and other reviews.	The report is placed in the Central Resources Centre at Kowloon Tong Education Services Centre for public's reference.
The Nielsen (Hong Kong Company)	Others (Open tender by Census and Statistics Department (C&SD))	Stakeholder monitoring survey on education reform and major education initiatives 2010 To collect views of the general public on education reform and major education initiatives through C&SD's Thematic Household Survey.	700,000	January 2010	Completed	The findings would be used as reference in curriculum and other reviews.	Major findings have been reported in the Thematic Household Survey Report No. 47 published by the C&SD.
Mr. Richard BYERS, University of Cambridge	Others (By quotation)	Advice on the development of New Senior Secondary (NSS) curriculum for students with special educational needs (Final Phase) To finalise 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(Intellectual	90,229	September 2009	Completed	The advice was incorporated into curriculum drafts.	The report was released in April 2010. It is displayed in the Central Resources Centre at Kowloon Tong Education Services Centre for public's reference.

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
		Disability) curriculum.					
SAMS Training and Research Unit, Hong Kong Baptist University	Others (By quotation)	An evaluation study on the impact of the 2002-2007 secondary English and Chinese Language curricula on learning and teaching at Secondary 6 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 6.	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.
Melbourne Consulting and Custom Programmes, the University of Melbourne	Others (By quotation)	An evaluation of the Enhanced Native-speaking English Teacher (NET) Scheme in secondary schools To review and reprioritise the objective of the Secondary NET Scheme.	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 has been uploaded onto the website of the Education Bureau.
The Hong Kong Institute of Education	Others (By quotation)	Review Survey(s) on the Third Strategy on Information Technology in Education To conduct the surveys in two phases in 2010 and 2012 respectively for data comparisons for a better understanding on the progress of schools' implementation of Information Technology (IT) in education; and to review the progress of the Third Strategy based on some common indicators on IT in education.	1,090,200	September 2009	Pilot survey and Phase 1 of the Review Surveys were completed in December 2009 and December 2010.	Not applicable as Phase 2 of the Review Surveys will start in March 2012.	Not applicable as the study has not been completed. On completion, the study report will be released and uploaded onto the website of the Education Bureau.
Centre for Information Technology in Education of The University of Hong Kong	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1) To allow for timely support and fine-tuning of individual pilot projects under the	1,299,375	September 2011	In progress	Not applicable as the study project is scheduled for completion by around end of 2014.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
		<p>Pilot Scheme on e-Learning in Schools.</p> <p>To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-Learning as the major learning model for our students in future.</p>					
East China Normal University	Others (By quotation)	<p>Impact Study on Quality Review</p> <p>To review the effectiveness of the Quality Review Framework that has been implemented since the 2007/08 school year and its impact on the pre-school education in Hong Kong.</p> <p>(continuation from 2011-12)</p>	850,000	June 2010	In progress	The findings will be used as reference in formulating the next phase of the Quality Review.	Not applicable as the study has not been completed.
Policy 21 Limited, The University of Hong Kong	Others (By quotation)	<p>External Review of School-based Professional Support Programmes</p> <p>To evaluate the effectiveness of School-based Professional Support Programmes so as to give directives for forward planning.</p>	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 website of the Education Bureau in November 2009.
Learning Files Ltd.	Others (By quotation)	<p>Impact Study on the Implementation of the 2nd Cycle of School Development and Accountability (SDA) framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA)</p> <p>To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.</p> <p>(continuation from 2011-12)</p>	749,700	November 2010	In progress	The findings will be used as reference for continuous improvement to the SDA framework.	Not applicable as the study has not been completed.
Curriculum, Evaluation and Management Centre,	Others (By quotation)	<p>Study on 'Through-train' Mode</p> <p>To stock take</p>	1,410,000	September 2010	In progress	Not applicable as the study has not been completed.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
University of Durham		empirical experience for realising through-train objectives in different existing modes of school operation, i.e. the through-train mode and the feeder / nominated modes; evaluate the merits of the different modes; and identify good practices for future dissemination. (continuation from 2011-12)					
Consumer Search Hong Kong Ltd	Others (By quotation)	Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2010 To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.	1,080,000	July 2011	In progress	Not applicable as the study has not been completed.	Not applicable as the study has not been completed.
Oracle Added Value Limited	Tender	Survey on opinion of employers on major aspects of performance of publicly-funded first degree graduates and sub-degree graduates in year 2006 To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.	924,000	July 2007	Completed	The findings were passed to the University Grants Committee and relevant institutions for their reference.	The executive summary of the report has been uploaded onto the website of the Education Bureau.
Policy 21 Limited	Others (by quotation)	Study on the Provision of International School Places in Primary and Secondary Levels in Hong Kong To stocktake the provision of international school places and project such future provision for Government's review on the support measures for the international school sector.	799,000	June 2011	In progress	Not applicable as the study has not been completed.	Not applicable as the study has not been completed.

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
MOV Field Service Specialist	Others (Open tender by C&SD)	To stock take the current demand for international school places among households in Hong Kong.	620,000	February 2011	Completed	The findings will be used as reference in the projection of future provision of international school places.	The Thematic Household Survey Report No. 49 was published by C&SD and released to the public in mid-February 2012. Users can download this publication free of charge from the website of C&SD.

(ii) Studies commissioned by University Grants Committee (UGC) (under Head 190) -

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
Morrison Consulting <i>et al.</i>	Others (by quotation)	To provide specialist research / drafting service for the UGC's Review of Hong Kong Institute of Education's (HKIEd's) Development Blueprint	905,189	May 2008	Completed	The relevant UGC Review Group has given due consideration to the inputs in the preparation of its report.	The UGC published, and uploaded to the UGC's website, the Report of the Review Group in February 2009.
Sir Colin Lucas	Others (by quotation)	To give professional advice for the UGC's Higher Education Review 2010 (HER 2010)	629,405 (GBP 50,000)	January 2009	Completed	UGC's "Aspirations for the Higher Education System in Hong Kong" report was submitted to the Government in December 2010. The Education Bureau announced the Government's response to and decision on the report in November 2011. UGC has set up a Higher Education Review Follow-up Group to monitor progress to the implementation of recommendations.	The report has been published and shared with stakeholders in the post-secondary education sector. An electronic version is also available on the UGC's website.
Phillips KPA Pty Ltd	Others (by quotation)	Analysis on five jurisdictions for information on international higher education funding systems	488,668 (AUD 86,100)	February 2009	Completed	The analyses and data, together with the Higher Education Review, will be used as a reference in UGC's review of its funding methodology.	An electronic version is available on the UGC's website.
Centre for Higher Education Policy Studies	Others (by quotation)	Providing data on six jurisdictions for information on international higher education funding systems	151,574 (EUR 14,000)	March 2009	Completed	The analyses and data, together with the Higher Education Review, will be used as a reference in UGC's review of	An electronic version is available on the UGC's website.

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
						its funding methodology.	
Prof Bahram Bekhradnia	Others (by quotation)	Engagement of overseas consultant to give professional advice on the development of higher education in the United Kingdom for the UGC's Higher Education Review 2010 (HER 2010)	155,030 (USD 20,000)	March 2009	Completed	UGC's "Aspirations for the Higher Education System in Hong Kong" report was submitted to the Government in December 2010. The Education Bureau announced the Government's response to and decision on the report in November 2011.	The analyses were considered by the Higher Education Review Group established under the UGC to take forward HER 2010. The report has been published and shared with stakeholders in the post-secondary education sector. An electronic version of the consultancy report is available on the UGC's website.
Prof dr Frans A van Vught	Others (by quotation)	Engagement of overseas consultant to give professional advice on the development of higher education in Europe for the UGC's Higher Education Review 2010 (HER 2010)	433,436 (EUR 40,000)	April 2009	Completed	UGC's "Aspirations for the Higher Education System in Hong Kong" report was submitted to the Government in December 2010. The Education Bureau announced the Government's response to and decision on the report in November 2011.	The analyses were considered by the Higher Education Review Group established under the UGC to take forward HER 2010. The report has been published and shared with stakeholders in the post-secondary education sector. An electronic version of the consultancy report is available on the UGC's website.
Prof Simon Marginson	Others (by quotation)	Engagement of overseas consultant to give professional advice on the development of higher education in Australia for the UGC's Higher Education Review 2010 (HER 2010)	232,575 (USD 30,000)	April 2009	Completed	UGC's "Aspirations for the Higher Education System in Hong Kong" report was submitted to the Government in December 2010. The Education Bureau announced the Government's response to and decision on the report in November 2011.	The analyses were considered by the Higher Education Review Group established under the UGC to take forward HER 2010. The report has been published and shared with stakeholders in the post-secondary education sector. An electronic version of the consultancy report is available on the UGC's website.
Prof Yang Fu-jia	Others (by quotation)	Engagement of overseas consultant to give professional advice on the development of higher education in China for the UGC's Higher Education Review 2010 (HER 2010)	77,651 (USD 10,000)	April 2009	Completed	UGC's "Aspirations for the Higher Education System in Hong Kong" report was submitted to the Government in December 2010. The Education Bureau announced the Government's response to and decision on the report in November 2011.	The analyses were considered by the Higher Education Review Group established under the UGC to take forward HER 2010. The report has been published and shared with stakeholders in the post-secondary education sector. An electronic version of the consultancy report is available on the UGC's website.
Cambridge Associates	Others (by quotation)	To give professional advice on the	562,500	May 2009	Completed	The proposals were evaluated by	The report has not been made public as the

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
Asia Pte Limited		investment policy for the Research Endowment Fund (REF).				the Investment Group (IG). Having considered the views of the IG and the UGC, and the restrictions imposed by the Trustee Ordinance, the Trustee decided to place the remaining portion of the REF (\$2.55 billion) with Hong Kong Monetary Authority in May 2010.	professional advice is intended for internal reference for formulating the investment policy for the REF.
Mr. Rama Thirunamachandran	Others (by quotation)	“Future Methods of Assessing Research Quality and Impact” to advise on the way forward for the Research Assessment Exercise	223,397 (GBP 18,547)	June 2009	Completed	The relevant report has been circulated to UGC members for discussion.	The report has not been made public as the methodology of the coming Research Assessment Exercise is still under consideration.
Professor Frank Murray	Others (by quotation)	To give professional advice on HKIEd’s proposal for introducing undergraduate (Ug) and research postgraduate (RPg) programmes	15,516 (USD2,000)	October 2009	Completed	The UGC duly considered the consultants’ professional advice in approving allocation of additional Ug and RPg places to HKIEd.	Full reports of the consultants have been conveyed to HKIEd for reference.
Professor Pam Grossman	Others (by quotation)	To give professional advice on HKIEd’s proposal for introducing Ug and RPg programmes	58,185 (USD7,500)	October 2009	Completed	The UGC duly considered the consultants’ professional advice in approving allocation of additional Ug and RPg places to HKIEd.	Full reports of the consultants have been conveyed to HKIEd for reference.
JM Consulting	Others (by quotation)	“Research costs in the UK” to provide information on funding and costing method of research projects in the UK	35,215 (GBP 3,000)	May 2010	Completed	The salient points of the reports were circulated to UGC members for discussion.	The reports have not been made public as the matter is still under consideration. This is related to the proposed transfer of part of the Research portion of the Block Grant to the Research Grants Council (RGC), to be allocated as indirect costs and on-costs associated with RGC projects.
Mr John Paul Randall	Others (by quotation)	To assist in formulating the detailed procedure/ parameters of 2012-15 ADP, and in the actual scrutiny of institutions’ ADPs	367,000 (GBP 32,420.5)	May 2010	Completed	The UGC formulated the evaluation procedure/ parameters of the 2012-15 ADP exercise and completed the evaluation of the institutions’ ADPs	The results of the 2012-15 ADP exercise have been made known to institutions.

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	Follow-ups taken by the Administration on the study reports and their progress (if any)	If completed, have they been made public? If yes, through which channels? If no, why?
						on the basis of Mr Randall's advice.	
Higher Aims Limited	Others (By quotation)	To help review the performances of the eight institutions on knowledge transfer and to map out a possible framework for its future development.	304,862 (GBP 25,000)	Oct 2011	Completed	The Consultant's recommendations will form the basis of the funding allocation and reporting requirements on knowledge transfer activities of the 8 institutions in the 2012-15 triennium.	Details of the funding mechanism would be conveyed to the institutions and uploaded to the UGC website.
The Quality Assurance Agency for Higher Education in the UK	Others (by quotation)	To conduct a review of the Quality Assurance Council quality audits of the UGC-funded institutions, with a view to developing the methodology for the second round of quality audits.	782,752 (GBP 63,846)	Nov 2011	In progress	The Consultant's proposed revised Audit Manual for the second round of quality audits will be considered by the UGC.	The revised Audit Manual will be made known to the institutions and published on the UGC's website.
Mr Bahram Bekhradnia	Others (By quotation)	In response to the Government's in-principle acceptance of the recommendations in the " <i>Aspirations for the Higher Education System in Hong Kong</i> " issued in 2010 concerning the provision of flexible pathways to facilitate students' progression within the post-secondary system, the UGC has embarked on a further study on the establishment of a vertical credit accumulation and transfer system.	450,000	Jan 2012	In progress	The UGC would consider the report before formulating suggestions on how CATS should be developed in Hong Kong's higher education sector.	When completed, the report would be uploaded to the UGC's website.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2009-10 and 2011-12 to conduct consultancy study on public policy and strategic public policy.

(b) The consultancy studies for which provisions will be reserved in 2012-13 are as follows –

(i) Studies to be commissioned by the Education Bureau (under Head 156) -

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	For the projects that are expected to be completed in 2012-13, is there any plan to make them public? If yes, through which channels? If no, why?
Consumer Search Hong Kong Ltd	Others (By quotation)	<p>Survey on opinion of employers on major aspects of performance of first degree and sub-degree graduates in year 2010</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p> <p>(continuation from 2011-12)</p>	1,080,000	July 2011	In progress	Major findings will be released. Means to be confirmed.
East China Normal University	Others (By quotation)	<p>Impact Study on Quality Review</p> <p>To review the effectiveness of the Quality Review Framework that has been implemented since the 2007/08 school year and its impact on the pre-school education in Hong Kong.</p> <p>(continuation from 2011-12)</p>	850,000	June 2010	In progress	The findings will be released. Means to be confirmed.
Learning Files Ltd.	Others (By quotation)	<p>Impact Study on the Implementation of the 2nd Cycle of SDA framework for Enhancing School Improvement in Hong Kong (Impact Study on the 2nd Cycle of SDA)</p> <p>To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.</p> <p>(continuation from 2011-12)</p>	749,700	November 2010	In progress	The findings will be released. Means to be confirmed.
Curriculum, Evaluation and Management Centre, University of Durham	Others (By quotation)	<p>Study on 'Through-train' Mode</p> <p>To stock take empirical experience for realising through-train objectives in different existing modes of school operation, i.e. the through-train mode and the feeder / nominated modes; evaluate the merits of the different modes; and identify good practices for future dissemination.</p> <p>(continuation from 2011-12)</p>	1,410,000	September 2010	In progress	Major findings will be released. Means to be confirmed.
Policy 21 Limited	Others (by quotation)	<p>"Study on the Provision of International School Places in Primary and Secondary Levels in Hong Kong"</p> <p>To stocktake the provision of international school places and project such future provision for Government's review on the support measures for the international school sector.</p> <p>(continuation from 2011-12)</p>	799,000	June 2011	In progress.	The study is in progress. We will publish the findings once the study has been completed.
The Hong Kong Institute of Education	Others (By quotation)	<p>Review Survey(s) on the Third Strategy on Information Technology in Education</p> <p>To conduct the surveys in two phases in 2010 and 2012 respectively for data comparisons for a better understanding on the progress of</p>	1,090,200	September 2009	In progress Phase 2 of the Review Surveys will start in March 2012	On completion, the study report will be released and uploaded onto the website of the Education Bureau.

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	For the projects that are expected to be completed in 2012-13, is there any plan to make them public? If yes, through which channels? If no, why?
		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)				
Centre for Information Technology in Education of The University of Hong Kong	Others (By quotation)	Research Study on the Pilot Scheme on e-Learning in Schools (Part 1) To allow for timely support and fine-tuning of individual pilot projects under the Pilot Scheme on e-Learning in Schools To yield both formative and summative findings to shed lights on policy / strategic issues and to realise e-Learning as the major learning model for our students in future. Part 2 of the Study will start around April/ May 2013. (continuation from 2011-12)	1,299,375	September 2011	In progress	Not applicable as the study project is scheduled for completion by around end of 2014. On completion, the study report will be released and uploaded onto the website of the Education Bureau.

(ii) Studies commissioned by University Grants Committee (UGC) under Head 190 -

Name of consultant	Mode of award (open bidding / tender / others (please specify))	Title, content and objectives of project	Consultancy fee (\$)	Start date	Progress of study (under planning/ in progress/ completed)	For the projects that are expected to be completed in 2012-13, is there any plan to make them public? If yes, through which channels? If no, why?
The Quality Assurance Agency for Higher Education in the UK	Others (by quotation)	To conduct a review of the Quality Assurance Council quality audits of the UGC-funded institutions, with a view to developing the methodology for the second round of quality audits. (Continuation from 2011-12)	782,752 (GBP 63,846)	Nov 2011	In Progress	The revised Audit Manual will be made known to the institutions and published on UGC's website.
Mr Bahram Bekhradnia	Others (By quotation)	In response to the Government's in-principle acceptance of the recommendations in the " <i>Aspirations for the Higher Education System in Hong Kong</i> " issued in 2010 concerning the provision of flexible pathways to facilitate students' progression within the post-secondary system, the UGC has embarked on a further study on the establishment of a vertical credit accumulation and transfer system. (Continuation from 2011-12)	450,000	Jan 2012	In progress	When completed, the report would be uploaded to the UGC's website.

Separately, the Student Financial Assistance Agency is not planning to conduct any consultancy studies on public policy and strategic public policy in 2012-13.

(c) Given the different purposes, design, technical requirements and uniqueness of different consultancy studies, different specific criteria have been adopted for considering the award of consultancy projects to the research institutions/ consultants concerned. Nevertheless, generally speaking, the criteria include technical aspects (such as project design as well as methodology for sampling and data correlation/ analysis and which could impact the validity and reliability of the research), experience and professional knowledge of the research institutions/ consultants relevant to the research topic and the quality of the research team as reflected by indicators such as their track record and capability to provide follow up support services, and the fee proposal.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB130**

Question Serial No.

2108

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:

In regard to growing co-operation between Hong Kong and the Mainland in recent years, please provide relevant information on Hong Kong/Mainland cross-boundary projects or programmes in which the Education Bureau is or has been involved.

- a) For Hong Kong/Mainland cross-boundary projects or programmes from 2009-10 to 2011-12, please provide information in the following format :

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation	Expenditure involved	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology, etc. been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?

- b) For Hong Kong/Mainland cross-boundary projects or programmes in 2012-13, please provide information in the following format :

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation	Expenditure involved	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no,

					what are the reasons?
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- c) Apart from the projects or programmes listed above, are there any other modes of cross-boundary co-operation? If yes, what are they? What were the manpower and expenditure involved in the past three years, and how much financial and manpower resources are earmarked in the 2012-13 Estimates?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

- (a) Hong Kong/Mainland cross-boundary projects or programmes including exchange activities at school, principal, teacher and student level in which the Education Bureau (EDB) was involved from 2009-10 to 2011-12 are at Annex A.
- (b) Hong Kong/Mainland cross-boundary projects or programmes including exchange activities at school, principal, teacher and student level that have been planned and in which EDB will be involved in 2012-13 are at Annex B.
- (c) Apart from the above projects/programmes, there is no other mode of cross-boundary co-operation under Programme (7) of Head 156.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

Annex A

Hong Kong/Mainland cross-boundary projects or programmes in which EDB was involved from 2009-10 to 2011-12

- 2009-10

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities. It is not related to FA.	---	<ul style="list-style-type: none"> Department of Education, Guangdong Province Guangzhou Municipal Education Bureau Shenzhen Municipal Education Bureau 	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.
Hong Kong Primary School Principals' Training Programme	The Programme aims at enhancing leadership of primary school principals through lectures, workshops in Hong Kong and a 7-day study-trip to Beijing. It is not related to FA.	\$0.7	<ul style="list-style-type: none"> Beijing Normal University 	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Hong Kong Secondary School Principals' Training Programme	The Programme aims at enhancing the leadership of secondary school principals through lectures, workshops in Hong Kong and a 7-day study-trip to Shanghai. It is not related to FA.	\$0.2	<ul style="list-style-type: none"> East China Normal University 	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the	\$0.2	<ul style="list-style-type: none"> Department of Education, Guangdong Province 	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
on Teaching of Putonghua for Hong Kong Teachers	subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong. It is related to FA.				
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong. It is related to FA.	\$0.9	<ul style="list-style-type: none"> Department of Education, Guangdong Province 	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.
English Language Teaching Programme for Shenzhen Teachers of English	The Programme aims at providing participants with the knowledge and pedagogy in English teaching with reference to the English Language curriculum at primary level in Hong Kong through a 10-day programme (lectures/workshops) in Shenzhen and 1-week lesson observation plus try-out sessions in Hong Kong. It is related to FA.	\$ 1.0	<ul style="list-style-type: none"> Shenzhen Municipal Education Bureau 	Completed	The Programme was not announced in Hong Kong as only Shenzhen English teachers were involved.
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and	\$16.8	<ul style="list-style-type: none"> Ministry of Education Department of Education, Guangdong Province 	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	exchange activities in Hong Kong. It is related to FA.				Education Panel of Legislative Council.
National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students	The Programme aims at promoting national education in schools through a 2 to 3 days' trip to Guangdong to enrich their understanding of the motherland. It is related to FA.	\$14.9	<ul style="list-style-type: none"> Ministry of Education The People's Government of the Guangdong Province 	Completed	Details were released through the EDB website and the dedicated website of the Programme (www.passontorch.org.hk). The content, purposes of, and impact on students' learning arising from joining the Programme were announced to schools via school circular and debriefing sessions.
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at deepening teachers' knowledge of the motherland and enhancing their capacity in promoting national education in schools through a 5-day residential professional development programme in Guangzhou and visits to schools which aims. It is related to FA.	\$0.6	<ul style="list-style-type: none"> Ministry of Education Department of Education, Guangdong Province 	Completed	The content, purposes of, and impact on teachers' professional development arising from joining the exchange programme were communicated to schools via school circular and briefing sessions.
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims to enrich participants' understanding of the motherland and enhance their national identity. It is not related to FA.	\$1.2	<ul style="list-style-type: none"> People's Governments at the local level 	Completed	NGOs and schools were invited to apply via the web.
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme aims to enhance students' understanding of the development of our country and national identity.	\$0.5	<ul style="list-style-type: none"> Beijing Municipal Commission of Education 	Completed	Schools were invited to apply for the Summer Camp via school circular.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	It is not related to FA.				
Award Scheme for Student Leaders of Hong Kong: National Education Course	<p>The Programme aims to enhance students' understanding of the development of our country and national identity through their experience and exchange in the Mainland.</p> <p>It is not related to FA.</p>	\$1.6	<ul style="list-style-type: none"> Ministry of Education 	Completed	Schools were invited to apply for the Scheme via school circular.
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	<p>The Programme aims to deepen students' understanding of Chinese culture, and through appreciating the essence of Chinese culture, enhance their national identity and sense of belonging of being Chinese.</p> <p>It is not related to FA.</p>	\$12.7	<ul style="list-style-type: none"> Ministry of Education 	Completed	Schools were invited to apply for the Programme via school circular.
"Understanding Our Motherland" Programme 2009	<p>The Programme aims to enhance students' understanding of our country, to develop their national identity and to encourage them to commit themselves towards the betterment of our country.</p> <p>It is not related to FA.</p>	\$3.1	<ul style="list-style-type: none"> These Programmes were organised by schools with different local contacts in the Mainland 	Completed	Schools were invited to apply for the Programme via school circular.
Exchange Programmes Sponsored by the Quality Education Fund	<p>The Programme aims to enrich participants' understanding of the motherland and enhance their national identity.</p> <p>It is not related to</p>	\$2.4	<ul style="list-style-type: none"> People's Governments at the local level 	Completed	Applications to the Quality Education Fund were open to the public.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	FA.				
Sponsored programmes organised by the National Education Centre	<p>The Programme aims to enrich participants' understanding of the motherland and enhance their national identity.</p> <p>It is not related to FA.</p>	\$1.2	<ul style="list-style-type: none"> Ministry of Education 	Completed	Letters were issued to invite schools to join the Programmes.
Sponsored programmes organised by the National Education Service Centre	<p>The Programme aims to enrich participants' understanding of the motherland and enhance their national identity.</p> <p>It is not related to FA.</p>	\$5.4	<ul style="list-style-type: none"> Ministry of Education 	Completed	Letters were issued to invite schools to join the Programmes.
National Day Visit to Beijing cum Professional Development Programme	<p>The Programme aims at deepening education workers' understanding of the Mainland situation and its latest developments in education.</p> <p>It is not related to FA.</p>	\$0.4	<ul style="list-style-type: none"> Ministry of Education 	Completed	A letter was issued to invite school heads and teachers to join the Programme.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities. It is not related to F.A.	---	<ul style="list-style-type: none"> • Department of Education, Guangdong Province • Guangzhou Municipal Education Bureau • Shenzhen Municipal Education Bureau 	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.
Hong Kong Primary School Principals' Training Programme	The Programme aims at enhancing the leadership of primary school principals through lectures, workshops in Hong Kong and a 7-day study-trip to Beijing. It is not related to FA.	\$0.8	<ul style="list-style-type: none"> • Beijing Normal University 	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for HK Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong	\$0.2	<ul style="list-style-type: none"> • Department of Education, Guangdong Province 	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	Kong. It is related to FA.				
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a 3-week course in Hong Kong. It is related to FA.	\$1.1	<ul style="list-style-type: none"> Department of Education, Guangdong Province 	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong. It is related to FA.	\$16.6	<ul style="list-style-type: none"> Ministry of Education Department of Education, Guangdong Province 	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme was one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in	\$0.3	<ul style="list-style-type: none"> Ministry of Education Department of Education, Guangdong Province Shenzhen Municipal Education Bureau The Education 	Completed	The content and purpose of the Programme were announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which have been reported to the Education Panel of Legislative Council.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	Foshan, Shenzhen and Guangdong. It is related to FA.		Bureau of Foshan		
National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students	The Programme aims at promoting national education in schools through a 2 to 4 days' trip to Guangdong to enrich their understanding of the motherland. It is related to FA.	\$19.0	<ul style="list-style-type: none"> Ministry of Education The People's Government of the Guangdong Province 	Completed	Details are released through the EDB website and the dedicated website of the Programme (www.passontorch.org.hk). The content, purposes of, and impact on students' learning arising from joining the Programme were announced to schools via school circular and debriefing sessions.
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at deepening teachers' knowledge of the motherland and enhance their capacity in promoting national education in schools through a 5-day residential professional development programme in Guangzhou and visits to schools. It is related to FA.	\$0.6	<ul style="list-style-type: none"> Ministry of Education Department of Education, Guangdong Province 	Completed	The content, purposes of, and impact on teachers' professional development arising from joining the exchange programme had been announced to the schools via school circular and debriefing sessions.
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims to enrich participants' understanding of the motherland and enhance their	\$1.2	<ul style="list-style-type: none"> People's Governments at the local level 	Completed	NGOs and schools were invited to apply via the web.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	national identity. It is not related to FA.				
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme aims to enhance students' understanding of the development of our country and national identity. It is not related to FA.	\$0.3	<ul style="list-style-type: none"> Beijing Municipal Commission of Education 	Completed	Schools were invited to apply for the Summer Camp via school circular.
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme aims to enhance students' understanding of the development of our country and national identity through their experience and exchange in the Mainland. It is not related to FA.	\$4.8	<ul style="list-style-type: none"> Ministry of Education 	Completed	Schools were invited to apply for the Scheme via school circular.
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims to deepen students' understanding of Chinese culture, and through appreciating the essence of Chinese culture, enhance their national identity and sense of belonging of being Chinese. It is not related to FA.	\$14.4	<ul style="list-style-type: none"> Ministry of Education 	Completed	Schools were invited to apply for the Programme via school circular.
"Understanding Our Motherland" Programme 2010	The Programme aims to enhance students' understanding of	\$3.2	<ul style="list-style-type: none"> These Programmes were 	Completed	Schools were invited to apply for the Programme via school circular.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	our country, to develop their national identity and to encourage them to commit themselves towards the betterment of our country. It is not related to FA.		organised by schools with different local contacts in the Mainland.		
Exchange Programmes Sponsored by the Quality Education Fund	The Programme aims to enrich participants' understanding of the motherland and enhance their national identity. It is not related to FA.	\$2.4	• People's Governments at the local level	Completed	Applications to the Quality Education Fund were open to the public.
Sponsored programmes organised by the National Education Centre	The Programme aims to enrich participants' understanding of the motherland and enhance their national identity. It is not related to FA.	\$1.2	• Ministry of Education	Completed	Letters were issued to invite school heads and teachers to join the Programmes.
Sponsored programmes organised by the National Education Service Centre	The Programme aims to enrich participants' understanding of the motherland and enhance their national identity. It is not related to FA.	\$5.4	• Ministry of Education	Completed	Letters were issued to invite school heads and teachers to join the Programmes.
National Day Visit to Beijing cum Professional Development Programme	The Programme aims at deepening education workers' understanding of	\$0.4	• Ministry of Education	Completed	A letter was issued to invite school heads and teachers to join the Programme.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	<p>the Mainland situation and its latest developments in education.</p> <p>It is not related to FA.</p>				

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities. It is not related to FA.	---	<ul style="list-style-type: none"> Department of Education, Guangdong Province Guangzhou Municipal Education Bureau Shenzhen Municipal Education Bureau 	Ongoing	A letter was issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for HK Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong. It is related to FA.	\$0.2	<ul style="list-style-type: none"> Department of Education, Guangdong Province 	80% completed, the Programme starts in July 2011 and will be completed in March 2012	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language Teachers from Guangdong	This is a reciprocal programme which aims at deepening the participants' understanding of the latest teaching methodologies in English Language through a	\$1.2	<ul style="list-style-type: none"> Department of Education, Guangdong Province 	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	3-week course in Hong Kong. It is related to FA.				
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong. It is related to FA.	\$14.6	<ul style="list-style-type: none"> Ministry of Education Department of Education, Guangdong Province 	The Programme commenced in August 2011 and will be completed in August 2012.	The content and purpose of the Programme had been announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong. It is related to FA.	\$3	<ul style="list-style-type: none"> Ministry of Education Department of Education, Guangdong Province Shenzhen Municipal Education Bureau The Education Bureau of Foshan 	Completed	The content and purpose of the Programme had been announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.
National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students	The Programme aims at promoting national education in schools through a 2 to 4 days' trip to Guangdong to enrich their understanding of	\$21	<ul style="list-style-type: none"> Ministry of Education The People's Government of the Guangdong Province 	Completed	Details are released through the EDB website and the dedicated website of the Programme. (www.passontorch.org.hk). The content, purposes of, and impact on students' learning arising from joining the Programme were announced to the schools via school circular

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	the motherland. It is related to FA.				and debriefing sessions.
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims to enrich participants' understanding of the motherland and enhance their national identity. It is not related to FA.	\$2	• People's Governments at the local level	Completed	NGOs and schools were invited to apply via the web.
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme aims to enhance students' understanding of the development of our country and national identity. It is not related to FA.	\$0.4	• Beijing Municipal Commission of Education	Completed	Schools were invited to apply for the Summer Camp via school circular.
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme aims to enhance students' understanding of the development of our country and national identity through their experience and exchange in the Mainland. It is not related to FA.	\$1.4	• Ministry of Education	Completed	Schools were invited to apply for the Scheme via school circular.
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims to deepen students' understanding of Chinese culture, and through appreciating the essence of Chinese culture, enhance their national identity and sense of	\$21.6	• Ministry of Education	Completed	Schools were invited to apply for the Programme via school circular.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	<p>belonging of being Chinese.</p> <p>It is not related to FA.</p>				
“Understanding Our Motherland” Programme 2011	<p>The Programme aims to enhance students’ understanding of our country, to develop their national identity and to encourage them to commit themselves towards the betterment of our country.</p> <p>It is not related to FA.</p>	\$6.2	<ul style="list-style-type: none"> These Programmes were organised by schools with different local contacts in the Mainland. 	Completed	Schools were invited to apply for the Programme via school circular.
Exchange Programmes Sponsored by the Quality Education Fund.	<p>The Programme aims to enrich participants’ understanding of the motherland and enhance their national identity.</p> <p>It is not related to FA.</p>	\$0.5	<ul style="list-style-type: none"> The Programmes will be organized by grantees of QEF projects (includes schools and tertiary institutions) 	The Programmes will be completed in 2011/12	Applications for the Quality Education Fund are open to the public.
Sponsored programmes organised by the National Education Centre	<p>The Programme aims to enrich participants’ understanding of the motherland and enhance their national identity.</p> <p>It is not related to FA.</p>	\$3.3	<ul style="list-style-type: none"> Ministry of Education 	Completed	Letters were issued to invite schools to join the Programmes.
Sponsored programmes organised by the National Education Service Centre	<p>The Programme aims to enrich participants’ understanding of the motherland and enhance their national identity.</p>	\$2.6	<ul style="list-style-type: none"> Ministry of Education 	Completed	Letters were issued to invite schools to join the Programmes.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	It is not related to FA.				
National Day Visit to Beijing cum Professional Development Programme	The Programme aims at deepening education workers' understanding of the Mainland situation and its latest developments in education. It is not related to FA.	\$0.5	• Ministry of Education	Completed	A letter was issued to invite schools to join the Programme.
Pilot Mainland Experience Scheme for Post-secondary Students	The Programme aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis. It is not related to FA.	\$25.6	• Programmes were organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland.	The Programme started from 1 July 2011 and will end on 30 June 2016.	Programme proposals have been received from 14 post-secondary institutions for 2011/12. Matching grants of a total of \$25.6 million have been granted to the 14 institutions. It is expected that over 8 500 students would benefit from the approved matching grants for 2011/12.
Professional Study Courses for Student Teachers	The Programme aims at enhancing student teachers' understanding of national development and gaining first-hand experience in the Mainland, to equip them in leading their students on study tours to the Mainland as well as engaging in National Education in	\$1.8	• Ministry of Education and normal universities in the Mainland	The Programme will be held in 2011/12.	The Programme was announced in the 2010 Policy Address. We have worked out with the normal universities in the Mainland and local institutions in finalizing the details.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement)(FA.)	Expenditure involved (\$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	schools in the future. It is not related to FA.				

Annex B**Hong Kong/Mainland cross-boundary projects or programmes in which EDB will be involved in 2012-13**

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (estimate in \$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
Guangdong-Hong Kong Sister School Scheme	The Scheme aims at enhancing the communication and collaboration between schools in Hong Kong and Guangdong. Each sister school pair formulates and carries out its own activities. It is not related to FA.	---	<ul style="list-style-type: none"> • Department of Education, Guangdong Province • Guangzhou Municipal Education Bureau • Shenzhen Municipal Education Bureau 	Ongoing	A letter will be issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.
Guangdong-Hong Kong Cultural Exchange Programme – Advanced Course on Teaching of Putonghua for HK Teachers	The Programme aims at enhancing Putonghua teachers' knowledge and pedagogy of the subject through a 3-week immersion course in Guangdong followed by a lesson observation week in Hong Kong. It is related to FA.	\$0.2	<ul style="list-style-type: none"> • Department of Education, Guangdong Province 	The Programme will commence in July 2012 and complete in March 2013	The Programme will be announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – In-service Programme for English Language	This a reciprocal programme which aims at deepening the participants' understanding of the latest	\$1.3	<ul style="list-style-type: none"> • Department of Education, Guangdong Province 	The Programme will be held in July 2012	The Programme will not be announced in Hong Kong as only Guangdong English teachers will be involved.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (estimate in \$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
Teachers from Guangdong	teaching methodologies in English Language through a 3-week course in Hong Kong. It is related to FA.				
Leadership Enhancement Programme (with Mainland Visit) for Primary School Principals	The Programme aims at enhancing leadership of primary school principals through a 7-day study-trip to Beijing. It is not related to FA.	\$0.9	<ul style="list-style-type: none"> Beijing Normal University 	The Programme will be held in May 2012	The Programme will be announced through the Training Calendar System of EDB to invite applications.
Leadership Enhancement Programme (with Mainland Visit) for Secondary School Principals	The Programme aims at enhancing the leadership of secondary school principals through a 7-day study-trip to Shanghai. It is not related to FA.	\$1.1	<ul style="list-style-type: none"> East China Normal University 	The Programme will be held in May/June 2012	The Programme will be announced through the Training Calendar System of EDB to invite applications.
Mainland-Hong Kong Teachers Exchange & Collaboration Programme	The Programme aims at facilitating the sharing of professional knowledge in learning and teaching through on-site professional development and exchange activities in Hong Kong.	\$14.4	<ul style="list-style-type: none"> Ministry of Education Department of Education, Guangdong Province 	The Programme will commence in August 2012 and will be completed in August 2013.	The content and purpose of the Programme will be announced to schools via school circular. The Programme is one of the Programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (estimate in \$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	It is related to FA.				
Pilot Scheme on Hong Kong Teachers' Exchange Activities to the Mainland	<p>The Programme aims at enhancing teachers' quality through on-site professional development and exchange activities with the Mainland teachers serving in schools in Foshan, Shenzhen and Guangdong.</p> <p>It is related to FA.</p>	\$8.1	<ul style="list-style-type: none"> • Department of Education, Guangdong Province • Shenzhen Municipal Education Bureau • The Education Bureau of Foshan 	The Programme commenced in January 2012 and will be completed in June 2012.	The content and purpose of the Programme have been announced to schools via school circular. The Programme is one of the programmes under the Education Development Fund, details of which will be reported to the Education Panel of Legislative Council.
National Education Exchange Programme on the Mainland for Junior Secondary and Upper Primary Students	<p>The Programme aims at promoting national education in schools through a 2 to 4 days' trip to Guangdong to enrich their understanding of the motherland.</p> <p>It is related to FA.</p>	\$21.0	<ul style="list-style-type: none"> • Ministry of Education • The People's Government of the Guangdong Province • Department of Education, Guangdong Province 	The exchange Programme will commence in May 2012 and will be completed in February 2013.	Details are released through the EDB website and the dedicated website of the Programme (www.passontorch.org.hk). The content, purposes of, and impact on students' learning arising from joining the Programme will also be announced to the schools via school circular and debriefing sessions.
Hong Kong Teachers Mainland Exchange Programme	The Programme aims at deepening teachers' knowledge of the motherland and enhancing their capacity in promoting national education in schools through a 5-day residential professional	\$1.1	<ul style="list-style-type: none"> • Ministry of Education 	The exchange Programme will be held in Shanghai in April 2012.	The content, purposes of, and impact on teachers' professional development arising from joining the exchange Programme will be announced to the schools via school circular and debriefing sessions.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (estimate in \$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	development programme in Shanghai and visits to schools. It is not related to FA.				
Passing on the Torch: the National Education Exchange Programme Sponsorship Scheme	The Scheme aims to enrich participants' understanding of the motherland and enhance their national identity. It is not related to FA.	\$2	• People's Governments at the local level	The Programmes will be conducted in 2012/13.	NGOs and schools will be invited to apply via the web.
Beijing, Hong Kong and Macau Student Exchange Summer Camp	The Programme aims to enhance students' understanding of the development of our country and national identity. It is not related to FA.	\$0.4	• Beijing Municipal Commission of Education	The exchange programmes will be conducted in July 2013.	Schools will be invited to apply for the Summer Camp via school circular.
Award Scheme for Student Leaders of Hong Kong: National Education Course	The Programme aims to enhance students' understanding of the development of our country and national identity through their experience and exchange in the Mainland. It is not related to FA.	\$2.45	• Ministry of Education	The Programmes will be conducted throughout 2012/13.	Schools will be invited to apply for the Scheme via school circular.
Passing on the Torch: Exploring and Embracing Chinese Culture National Education Exchange Programme	The Programme aims to deepen students' understanding of Chinese culture, and through appreciating the essence of	\$7.6	• Ministry of Education	The Programmes will be conducted throughout 2012/13.	Schools will be invited to apply for the Programme via school circular.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (estimate in \$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	Chinese culture, enhance their national identity and sense of belonging of being Chinese. It is not related to FA.				
“Understanding Our Motherland” Programme 2012	The Programme aims to enhance students’ understanding of our country, to develop their national identity and to encourage them to commit themselves towards the betterment of our country. It is not related to FA.	\$6.2	• These Programmes will be organised by schools with different local contacts in the Mainland.	The Programmes will be conducted throughout 2012/13.	Schools will be invited to apply for the Programme via school circular.
Sponsored programmes organised by the National Education Centre	The Programme aims to enrich participants’ understanding of the motherland and enhance their national identity. It is not related to FA.	\$1.7	• Ministry of Education	The Programme will be held before June of 2012.	Letters will be issued to invite schools to join the Programmes.
Sponsored programmes organised by the National Education Service Centre	The Programme aims to enrich participants’ understanding of the motherland and enhance their national identity. It is not related to FA.	\$4.8	• Ministry of Education	The Programme will be held before end of June 2012.	Letters will be issued to invite schools to join the Programmes.
National Day Visit to Beijing cum Professional Development	The Programme aims at deepening education	\$0.5	• Ministry of Education	The Programme will be held in	A letter will be issued to invite schools to join the Programme.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (estimate in \$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
Programme	workers' understanding of the Mainland situation and its latest developments in education. It is not related to FA.			September to October 2012.	
National Education Exchange Programme in Mainland for Senior Secondary Students	The Programme aims at deepen students' understanding of the latest developments of our country and enhance national education through aligning students' learning experiences with the school curriculum. It is not related to FA.	\$11.3	<ul style="list-style-type: none"> Ministry of Education 	The Programme will be held in 2012/13.	A letter will be issued to invite schools to join the Programme.
Pilot Mainland Experience Scheme for Post-secondary Students	The Programme aims at subsidising post-secondary students participating in short-term internship or learning programmes in the Mainland on a matching basis. It is not related to FA.	\$44.4	<ul style="list-style-type: none"> Programmes will be organised by post-secondary institutions in Hong Kong with different local contacts in the Mainland. 	The Programme started from 1 July 2011 and will end on 30 June 2016.	We will invite programme proposals and applications for matching grants for 2012/13 from post-secondary institutions in mid-2012.
Professional Study Courses for Student Teachers	The Programme aims at enhancing student teachers' understanding of national	\$3.6	<ul style="list-style-type: none"> Ministry of Education and normal universities in the Mainland 	The Programme will be held in 2012/13.	We will out with the normal universities in the Mainland and local institutions on the details of implementation of the Programme in 2012/13.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement on Hong Kong/ Guangdong Co-operation (Framework Agreement) (FA.)	Expenditure involved (estimate in \$ million)	Name of Mainland department/ organisation involved	Progress (% completed, start date, anticipated completion date)	Have the details, objective, amount involved or impact on the public, society, culture and ecology been released to the public? If yes, through which channels and what were the manpower and expenditure involved? If no, what are the reasons?
	<p>development and gaining first-hand experience in the Mainland, to equip them in leading their students on study tours to the Mainland as well as engaging in National Education in schools in the future.</p> <p>It is not related to FA.</p>				

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

EDB131

Question Serial No.

2468

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:

Given that the demand for elderly and healthcare services in Hong Kong is on the rise, and that the training of healthcare professionals requires considerable resources and time, has the Administration provided any lower-skilled healthcare training during the course of developing and implementing the Qualifications Framework for various industries to meet the rising demand for healthcare personnel? If so, what are the details and the expenditure involved? If not, will consideration be given to doing so?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

Development of the Qualifications Framework (QF) is industry-led and participation of industries is voluntary. The Education Bureau has been assisting industries in setting up Industry Training Advisory Committee (ITAC) when there is consensus among relevant stakeholders to take forward QF and to set up ITAC. In this connection, an ITAC for the Elderly Care Service sector was established in February 2012. The ITAC will provide a platform for employers, employees, professional bodies and relevant stakeholders in this sector to exchange views on manpower development and training appropriate for the sector. We shall continue to work with the ITAC for the Elderly Care Service with a view to facilitating its formulation of a qualification framework tailored to its needs.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

Reply Serial No.

EDB132

Question Serial No.

2747

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 2011-12. Please tabulate the figures by class level at which the students were studying in mainstream schools and the number of students transferred to different categories of special schools.

In 2011-12, what is the number of special school students who have transferred to mainstream schools? Please state in tabular form the class levels these students previously attended in special schools, and the class levels to which they have transferred in mainstream schools.

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 in the 2011/12 school year (up to mid September 2011) is at Appendix I.

The numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools in the public sector in the 2011/12 school year (up to mid September 2011) are set out in Appendix II. As special schools adopt flexible groupings and individualised 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: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

Numbers of students having transferred from mainstream schools to different categories of special schools in the 2011/12 school year

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
2011/12 (up to mid September 2011)	P1	14	0	1	0	0	1
	P2	14	1	0	0	0	0
	P3	7	0	0	0	1	1
	P4	8	0	0	0	0	1
	P5	3	2	0	0	0	1
	P6	5	0	0	1	0	3
	Sub-Total	51	3	1	1	1	7
	S1	5	0	0	0	2	0
	S2	2	0	0	0	0	2
	S3	1	1	0	0	0	1
	S4	0	0	0	0	0	0
	S5	0	0	0	0	0	0
	S6	0	0	0	0	0	0
	S7	0	0	0	0	0	0
	Sub-Total	8	1	0	0	2	3
	Total	59	4	1	1	3	10

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.

Numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools in the 2011/12 school year

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	
2011/12 (up to mid September 2011)	6	0	0	0	0	0	Primary
	5	0	0	11	5	1	Secondary
	11	0	0	11	5	1	Total

Notes: 1. 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.

2. There are two schools for children with visual impairment. While the one for children with visual impairment cum intellectual disability operates classes from Primary 1 to Secondary 6, the other one for children with visual impairment offers mainstream curriculum up to Secondary 3 to facilitate students to integrate at appropriate levels in mainstream schools. The number of such students has been covered in the table above.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB133**

Question Serial No.

2748

Head: 156 Government Secretariat:
Education BureauSubhead (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 EducationDirector of Bureau: Secretary for EducationQuestion:

- (a) At present, how many students with the following types of special educational needs are studying in mainstream primary and secondary schools? Please give a breakdown by grade level.
- Down's syndrome
 - Hearing impairment
 - Visual impairment
 - Intellectual disability
 - Autism spectrum disorders
 - Others
- (b) Under the existing system, what are the support and subsidy provided for these students, their families and schools respectively? What is the average amount of subsidy for each student?

Asked by: Hon. HO Sau-lan, CydReply:

- (a) The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools in the 2011/12 school year is as follows ^{Note 1}:

	Specific Learning Difficulties	Intellectual Disability	Autism Spectrum Disorders	Attention Deficit/Hyperactivity Disorder	Physical Disability	Visual Impairment	Hearing Impairment	Speech & Language Impairment
Primary 1 ^{Note 2}	20	68	431	53	21	0	33	47
Primary 2	428	94	422	143	21	6	45	910
Primary 3	1 612	166	417	293	18	6	49	450
Primary 4	2 039	166	386	449	19	6	52	281
Primary 5	2 131	154	378	503	29	12	60	174
Primary 6	2 197	127	290	513	32	8	72	110
Secondary 1	1 891	164	225	488	35	15	63	60
Secondary 2	1 803	184	210	468	47	11	71	29
Secondary 3	1 494	181	206	379	39	26	78	42
Secondary 4	1 248	178	177	265	50	19	82	35
Secondary 5	834	108	129	124	38	16	87	20
Secondary 6	557	125	94	62	31	17	88	22
Secondary 7	19	0	11	4	7	4	23	2

Note: 1. The Education Bureau captures data on students with SEN to plan for their educational services. As Down's syndrome is a medical diagnosis with no indication of their

learning needs, we do not compile such information separately. In general, students with Down's syndrome have cognitive impairment and would be included in our category of students with intellectual disability.

2. *The figure denotes children assessed and diagnosed before admission to Primary One. The number of students identified to have SEN will increase during the year through early identification and intervention measures.*

- (b) The Education Bureau (EDB) has been providing additional resources, professional support and teacher training to help mainstream schools cater for their students with SEN. Details of these support and services as well as the estimated expenditure in the 2011/12 school year are set out in the Appendix. Additional funding in terms of Learning Support Grant, additional teachers under Intensive Remedial Teaching Programme and additional teachers to cater for low academic achievers are provided to schools according to the number of students with SEN and the tier of support required. Schools are advised to pool together various school resources and deploy them holistically and flexibly to render support services for students in accordance with their needs. Due to the holistic nature of schools' support for students with SEN and the possible changes between years in a school's intakes of students (including students with SEN), we are unable to provide the average amount for each student with SEN.

To enhance home-school communication and co-operation for providing appropriate support for students with SEN, EDB has requested schools to establish a structured mechanism for communication with their parents and to involve them in the planning, implementation and evaluation of intervention programmes for their children with SEN. To help parents understand better their roles and the ways to support their children with SEN, a guide for parents on integrated education has also been uploaded on the EDB's website. This guide covers issues like the procedures for identification and assessment of SEN, where and how parents can get advice and support, etc.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**Additional support and services provided for integrated education
in the 2011/12 school year**

Programme in Controlling Officer's Report	Service/Programme	Description	2011/12 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.	177.1
	Learning Support Grant (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.	148.9
	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.	10.8
	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.	1.2
	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.	1.2
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	28.0

Programme in Controlling Officer's Report	Service/Programme	Description	2011/12 school year (estimated expenditure) (\$ million)
	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.	45.6
	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.	7.3
(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.	6.4
	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.	0.8
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	327.6
	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.	0.9

Programme in Controlling Officer's Report	Service/Programme	Description	2011/12 school year (estimated expenditure) (\$ million)
	Learning Support Grant	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	117.0
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	13.5
(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.	10.7
	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.	2.8
	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.	4.8
(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.	68.5
(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.	0.6
Total:			974.5

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

EDB134

Question Serial No.

0329

Head: 156 Government Secretariat: Subhead (No. & title): 700 General Non-recurrent
Education Bureau

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In the 2012-13 Budget, the Financial Secretary has proposed to make two separate injections of \$1 billion each into the HKSAR Government Scholarship Fund and Self-financing Post-secondary Education Fund to establish more scholarships or award schemes. In this connection, will the Government inform the Committee of:

- (a) the forms of scholarships or award schemes to be made available with the two separate injections of \$1 billion;
- (b) whether they will be made available only to talented students who are Hong Kong permanent residents;
- (c) given that a number of Asian countries such as Singapore and South Korea are providing financial awards on an annual basis for talented students to attend top universities abroad and pursue programmes that are either unavailable in their own countries or are among the world's best (e.g. the world's top-ranked veterinary medicine programme offered by the renowned Ivy League institution Cornell University), on the condition that the awardees will complete their studies within a specified period of time and undertake to return and contribute to their countries, whether the two separate injections of \$1 billion proposed in the Budget will be used for such purposes; if so, of the specific measures; if not, the reasons for that?

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

Reply:

Launched in 2008, the HKSAR Government Scholarship Fund provides scholarships to outstanding students studying in publicly-funded post-secondary programmes in Hong Kong. Participating institutions select scholarship recipients based on academic performance, contribution to the institution/society, leadership, communication skills and/or commitment to the Hong Kong community. Established in 2011, the Self-financing Post-secondary Education Fund provides scholarships and supports worthwhile initiatives and schemes that aim at enhancing the quality of self-financing post-secondary education. The Fund offers scholarships to outstanding students pursuing full-time locally accredited self-financing post-secondary programmes. At present, the two Funds provide scholarship awards for both local and non-local post-secondary students.

The Financial Secretary proposed in the 2012-13 Budget to inject \$1 billion each into the two Funds to establish more scholarships or award schemes for outstanding students. Injection into the two Funds will give recognition to more local and non-local students with remarkable achievements in other areas such as sports, fine art, science and technology and community services. This aims to encourage their all-rounded development and pursuit of excellence. Implementation details will be worked out by the respective Steering Committees of the two funds in consultation with the relevant sectors.

To further develop Hong Kong as a regional education hub, our current focus is to attract outstanding local and non-local students to pursue tertiary education in Hong Kong. At present, we have no plan to award scholarships for local students to study overseas.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 20 February 2012

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

Reply Serial No.

EDB135

Question Serial No.

0260

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 53 of the Budget Speech, \$1 billion will be earmarked to implement a new programme modelled on Project Yi Jin. Would the Administration please provide the following information:

- (a) the differences and similarities between the new programme and the original Project Yi Jin in terms of admission criteria, course content, duration of study and fee, etc.;
- (b) the recognition of the new programme and the possibility of its articulation with programmes leading to higher qualifications; as well as how it can cater for the employment needs of young people by providing more opportunities for those who have completed the programme;
- (c) the time of implementation and estimated expenditure of the new programme?

Asked by: Hon. IP Wai-ming

Reply:

- (a) A brief comparison of the existing Project Yi Jin and the new Yi Jin Diploma programme is appended below for easy reference –

	Project Yi Jin	New Yi Jin Diploma
Target Participants	Secondary 5 school leavers under the old academic structure and adult learners aged 21 or above.	Secondary 6 school leavers under the new academic structure and adult learners aged 21 or above.
Course Content	The programme comprises 10 modules with a total of 600 contact hours, including seven core modules (Chinese Language, English Language, Mathematics, Information Technology, Putonghua and Communication Skills) and three elective modules, primarily practical subjects to cater for participants with different interests and aptitude.	The programme will comprise eight modules with a total of 600 contact hours, including five core modules (Chinese Language, English Language, Mathematics, Liberal Studies and Communication Skills) and three elective modules. A wide range of elective modules, primarily practical subjects to cater for participants with different interests and aptitude. The previous core modules on Putonghua and Information Technology will be subsumed under

	Project Yi Jin	New Yi Jin Diploma
		relevant core subjects in the new programme. Furthermore, there will be an additional elective module on Mathematics.
Duration of Study	Full-time programme – one year Part-time programme – normally two years to complete	Full-time programme – one year Part-time programme – normally two years to complete
Tuition Fee	\$27,500 - \$29,500	Details of the tuition fee to be charged are not yet available as the programme is still being developed by the Federation of Continuing Education in Tertiary Institutions.

- (b) It is intended that upon satisfactory completion of study, a student under the new programme will be awarded a full Yi Jin Diploma (YJD), which will be deemed comparable to the attainment of Level 2 standard in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. For those students who have satisfactorily completed the additional Mathematics elective module, the qualification is intended to be deemed comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination. We have invited the Hong Kong Council for Accreditation of Academic and Vocational Qualifications to conduct a comparability study to ensure that the new programme can attain its intended exit standard.

YJD will be regarded as meeting the entry requirements for admission to Higher Diploma or Associate Degree programmes. In terms of employment, we plan to propose acceptance of YJD for civil service appointment purposes similar to that for the existing Project Yi Jin. Subject to the funding approval of the Finance Committee, we plan to launch a promotion campaign for the new YJD programme in the first half of 2012 to provide the wider community including employers, students, parents and teachers with more comprehensive information on the merits of the programme and the recognition of the qualification attained.

- (c) The Financial Secretary proposed in his Budget Speech for 2012-13 that \$1 billion be set aside for implementing the new YJD programme. It is estimated that the sum will be sufficient to cover the Government's expenditure for the programme in the first five years of implementation. The proposed funding is mainly for reimbursement of tuition fee to eligible students. Subject to the funding approval of the Finance Committee, we plan to implement the new YJD programme in the 2012/13 academic year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB136

Question Serial No.

1322

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:

Regarding the pilot project on industry attachment programmes for students pursuing Higher Diploma and Diploma of Vocational Education programmes, how many attachment places will be offered in total and how many commercial and non-government organisations will be covered? Please provide a breakdown by industry. How will the effectiveness of the project be evaluated? What is the estimated provision required for the whole project?

Asked by: Hon. IP Wai-ming

Reply:

To further enhance the practical skills and employability of Vocational Training Council's students pursuing Higher Diploma (HD) and Diploma in Vocational Education (DVE) programmes, a pilot project on industry attachment will be implemented in the 2012/13 and 2013/14 academic years. The pilot project aims at preparing students for work by providing them with work-integrated learning experiences.

Under the pilot project, industry attachment will be formally included as a component (at least 90 hours) in the enriched curricula of the new HD programmes designed for Secondary 6 leavers from the 2012/13 academic year. DVE students will also be encouraged to gain exposure to industry attachment. Industry attachment could be arranged in many forms, including attachment in industries specific to programmes of study or workplace experience in industry-based projects, or structured or generic experiential learning experience in the workplace. These will cover companies and organisations in various industries such as those relevant to the study disciplines of applied science, design, engineering, hospitality, child education and community services, business and information technology. The distribution of student attachments among different industries will only be available after implementation of the project.

It is estimated that about 9 500 students (8 000 HD students and 1 500 DVE students) will benefit in each of the 2012/13 and 2013/14 academic year. Additional resources of about \$43 million will be required in the financial years from 2012-13 to 2014-15 to cover the staff cost for the planning and coordination of the programme, conducting visits to the workplace and coaching for students, post-attachment reviews and experience sharing amongst students. The effectiveness of the pilot will be closely monitored. The evaluation approaches may vary taking into account the nature of the programmes and attachments but would definitely include feedback from students and industries.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

Reply Serial No.

EDB137

Question Serial No.

1323

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:

Will the Administration provide details of the new pre-employment programmes, including the programme contents, types of jobs to be covered, mode of delivery, entry requirements, duration of study, number of student places, job-search assistance and estimated expenditure involved?

Asked by: Hon. IP Wai-ming

Reply:

The Vocational Training Council (VTC) will introduce the New Higher Diploma (NHD) and New Foundation Diploma (NFD) programmes from the 2012/13 academic year for the Hong Kong Diploma of Secondary Education students. About 10 000 subvented study places are planned, which will be offered in a spectrum of disciplines including applied science, design, engineering, hospitality, child education and community services, business and information technology. These programmes are designed with a balanced structure of vocational and generic modules, with enriched language training and whole person development, as well as elements of environmental protection, Mainland China dimension and work-integrated learning.

Taking into account the entry standards of the student intake, the NHD will comprise five semesters and the NFD two semesters. The exit qualifications of the NHD and NFD are pitched at the Qualifications Framework Level 4 and 3 respectively. The actual duration of the NHD programmes may vary from student to student as NHD students will have the flexibility to complete the programmes at their own pace by module accumulation to suit their individual study plans. On the other hand, NFD programme is expected to last one year.

VTC provides career advisory and support services, including a Job Information System, a dedicated career web platform, career advisory training and personalised career clinics to students and graduates. These services will also be available to students in the NHD and NFD programmes.

As the NHD and NFD programmes are to replace the existing Higher Diploma and Foundation Diploma programmes for the Hong Kong Certificate of Education students, the subvention from the Government for the purpose of financing the new programmes will remain the same, at around \$560 million per annum, with no additional recurrent funding required.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 22 February 2012

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

EDB138

Question Serial No.

2452

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:

The Administration has introduced small class teaching (SCT) in public sector primary schools since the 2009/10 school year. As stated in the speech by the Financial Secretary moving the Second Reading of the Appropriation Bill 2012, more teaching staff and resources are required due to the increased number of classes, and the estimated additional expenditure will reach \$2.1 billion a year. In this connection, will the Government inform the Committee of the following:

- (a) in tabular form a breakdown of the actual additional teaching staff and resources required each year from the 2009/10 school year;
- (b) the average unit cost per school place and the additional expenditure respectively since the introduction of SCT;
- (c) any form of review conducted by the Administration on SCT in primary schools so far, including examining the feasibility of extending SCT to secondary schools. If yes, please provide the details. If not, what are the reasons?

Asked by: Hon. LAM Tai-fai

Reply:

During the period of 2009 to 2012, the year-on-year change in the number of operating classes of a district has been affected not only by the implementation of SCT, but also by the changes in school-age population in the district concerned, the development plan of individual schools as well as parental choices. As such, we are not able to provide the number of additional classes that is attributable solely to the implementation of SCT. Apart from SCT, other factors such as the redeployment of resources by individual schools, development plan of individual schools, etc. may also affect the number of teachers appointed in public sector primary schools. As such, we are not able to provide the number of additional teachers and additional cost incurred solely arising from the implementation of SCT. Notwithstanding that, about 700 additional time-limited teaching posts have been provided in each of the 2008/09 and 2009/10 school years to support schools indicating readiness in implementing SCT and the total cost incurred is about \$400 million. In the 2010/11 school year, about 300 additional time-limited teaching posts costing about \$100 million have been provided to schools implementing SCT for them to devise school-based teaching strategies under a small class context so as to enhance the effectiveness of learning and teaching. The strategies are being compiled for dissemination in end 2012.

Due to the impossibility of segregating the impact of SCT from other concurrent developments on additional classes and additional teachers, we are not able to provide information on the precise resource implications of SCT implementation. Nevertheless, for reference purpose and taking the 301 (65%) public sector primary schools implementing SCT starting from Primary 1 in the 2009/10 school year and the then prevailing district-based school-age population as the basis and assuming that such a basis remains unaffected by other intervening factors, the total estimated additional recurrent expenditure for the implementation of SCT arising from operating additional classes and providing additional teachers to

schools which have adopted school-based measures to enhance the quality of learning and teaching before transition into SCT for each of the school years from 2009/10 to 2012/13 are set out as below:

School Year	2009/10	2010/11	2011/12	2012/13
Total additional recurrent expenditure (\$ million)	261	457	746	996

To maximize the benefits of SCT, we have also set aside a total of \$218 million for six years starting from 2009-10 to support schools and teachers in the form of professional development activities. 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. For planning purpose, we have earmarked an estimated expenditure in the order of \$32 million, \$34 million, \$36 million and \$36 million in 2009-10, 2010-11, 2011-12 and 2012-13 respectively.

The unit cost of each government and aided primary school place and the increase compared with the previous year from 2008 to 2011 are set out as below:

	Unit Cost			
	2008-09 Actual \$	2009-10 Actual \$	2010-11 Actual \$	2011-12 Revised Estimate \$
Government primary schools (Additional expenditure)	37,230 (not applicable)	39,093 (1,863)	41,456 (2,363)	45,660 (4,204)
Aided primary schools (Additional expenditure)	30,381 (not applicable)	32,396 (2,015)	35,706 (3,310)	39,580 (3,874)

SCT is a method of teaching which international studies have suggested is more effective when students are small and its effectiveness tends to wane as students age. In considering whether to implement SCT in secondary schools, we must take into account four aspects, i.e. the existing circumstances of secondary schools, the teaching and learning environment as well as provision of support to secondary schools, overseas experience and resource implications. We should also learn from the experience of SCT in primary schools and analyse whether or not it is feasible and sustainable for secondary schools to reduce their class size across the board as in primary schools, particularly as the secondary school-age student population is projected to rebound after 2016/17 as well as the fact that, with subject specialisation in senior secondary grades, the de facto class size would in fact be quite small. We cannot commit into implementing SCT in secondary schools simply for the sake of addressing the public sentiments without giving due consideration to the justifications from an educational angle. In the light of the above considerations, we do not have any plan to implement SCT in secondary schools or conduct any study in this regard at present.

Nonetheless, to tie in with the launching of the New Senior Secondary Academic Structure and to tap the opportunities brought by the Voluntary Optimisation of Class Structure Scheme, the Government will work with the school sector to fully explore a set of flexible measures which cater for students' needs as well with a view to stabilizing the development of secondary schools and enhancing the teaching and learning in schools in the long run.

Signature: _____

Name in block letters: Mrs Cherry Tse

Post Title: Permanent Secretary for Education

Date: 24 February 2012

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

EDB139

Question Serial No.

2453

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 public sector secondary schools was reduced from 402 in the 2010/11 school year to 400 in the 2011/12 school year, and will be further reduced to 397 in the 2012/13 school year. What are the reasons for the reduction? What are the numbers of staff members, teachers and students affected?

Asked by: Hon. LAM Tai-fai

Reply:

The number of public sector secondary schools was reduced by two in the 2011/12 school year because one has joined the Direct Subsidy Scheme (DSS), and one has completely merged with another school. We anticipate that the number will be further reduced by three in the 2012/13 school year as one will join the DSS, one will complete its merger with another school and one will cease operation.

For the school that will cease operation in the 2012/13 school year, there are eight students likely to be affected and they will be placed to other public sector secondary schools at the end of this school year. 11 teachers and one non-teaching staff within the approved staff establishment in the school will become surplus. For those schools joining DSS or merging with other schools, their students (1 356 in number), teachers (105 in number) and non-teaching staff (seven in number) within the approved staff establishment should not be affected as they may continue to study or work in the DSS or merged schools.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB140

Question Serial No.

2454

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 revised estimated number of teachers in public sector secondary schools for the 2011/12 school year is 25 600 and the estimate for the 2012/13 school year will decrease to 24 000. What are the reasons? The teacher wastage rate of public sector secondary schools will increase from 3.9% in the 2011/12 school year to the estimate of 8.11% in the 2012/13 school year. What are the reasons? Please provide a breakdown, in tabular form, of the number of wastage of teachers, their age group, the subjects they teach and the districts of their schools.

Asked by: Hon. LAM Tai-fai

Reply:

The last cohort of Secondary 7 students under the traditional academic structure and the first cohort of Secondary 6 students under the New Senior Secondary academic structure are pursuing their final year of secondary education at the same time in the 2011/12 school year (commonly known as the double-cohort year). Thus, additional one-year time-limited posts have been provided to public-sector secondary schools to meet this one-off demand for teachers. The drop in the estimated number of teachers in the 2012/13 school year is largely due to the lapse of these one-year time-limited posts after both cohorts of students have left school. This also accounts for the corresponding surge in the teacher wastage rate in the public-sector secondary schools in 2012/13. The estimated number of teachers in public-sector secondary schools is calculated at the system-level, based on territory-wide statistical figures such as the total number of classes to be operated at different levels and the number of teaching posts to be created under various initiatives. As such, the Education Bureau has no detailed information on the teachers who will leave their schools after the double-cohort school year of 2011/12.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB141

Question Serial No.

2455

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:

In 2012-13, the Education Bureau will provide additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject in the initial years. What is the estimated expenditure involved? What is the timetable for implementing the curriculum?

Asked by: Hon. LAM Tai-fai

Reply:

The Curriculum Development Council (CDC) considered in early February 2012 the draft Curriculum Guide on Moral and National Education submitted by the Ad Hoc Committee on Moral and National Education. The Education Bureau will study the Curriculum Guide to be submitted by the CDC to the Secretary for Education. The Administration, when considering the CDC's recommended MNE Curriculum Guide, will formulate and put in place a series of support measures to facilitate the implementation of the MNE subject in schools. Such support measures would likely include a series of focused and structured professional development programmes for schools, cross-border exchange programmes, production of learning/teaching resources and other related support measures. Based on the past experience in implementing new core subjects, an additional expenditure of approximately \$500 million has been reserved in 2012-13 for such purpose.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB142**

Question Serial No.

2456

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (4) Special EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

In the 2010/11 school year, 19 special schools participated in collaborative research and development ("seed") projects on curriculum development but the number of schools dropped to 14 in the 2011/12 school year. Please advise on the reasons and provide a list of participating schools, the detailed content and effectiveness of the ("seed") projects as well as the estimated expenditure involved. Will the Administration consider putting in more resources to attract more schools to participate in the projects?

Asked by: Hon. LAM Tai-faiReply:

To support the improvement of learning and teaching in schools, the Education Bureau (EDB) initiates a range of collaborative research and development projects each year to facilitate teachers in developing and trying out different curriculum components and practices to address the practical needs of schools as well as to disseminate findings to the wider community of professional teachers in Hong Kong. Such initiative, which is formally called the "Collaborative Research and Development ("Seed") Projects", consists of different projects with different timeframes and foci in terms of curriculum areas or subjects at whole school, year group or class levels. Some projects may last for only one year, while others may extend over a few years with different school intakes each year. Depending on its aims and topics, each collaborative project is uniquely designed, with different number of schools and teachers participating. It may not therefore be meaningful to compare the number of participating schools or participants across years or draw any conclusion therefrom.

The list of participating schools is as below:

	Name of Participating Schools	No. of Projects Participated
1.	Caritas Jockey Club Lok Yan School	2
2.	Caritas Lok Yi School	1
3.	CCC Kei Shun Special School	2
4.	Evangelize China Fellowship Holy Word School	1
5.	HHCKLA Buddhist Po Kwong School	1
6.	Hong Chi Morninghope School, Tuen Mun	1
7.	Rotary Club of HK Island West Hong Chi Morninghope School	2
8.	Saviour Lutheran School	1
9.	Shatin Public School	2
10.	The Salvation Army Shek Wu School	1
	Total	14

The details of the projects are:

	Title of Project	Objectives	No. of Seconded Teachers
1.	Curriculum Adaptation for Students with Intellectual Disabilities (ID): General Studies (P.1 – S.3) and Ethics & Religious Studies (S. 4 - 6)	Developing learning targets, learning objectives and expected learning outcomes of these two subjects	8
2.	Curriculum Adaptation for Students with Intellectual Disabilities (ID): Health Management and Social Care (S.4 -6)	Developing learning targets, learning objectives and expected learning outcomes of the subject in Senior Secondary levels	3
3.	Curriculum Adaptation for Students with Intellectual Disabilities: English Language (P.1 – S.3)	Understanding how ID students learn English and exploring English Language activities for students with ID	3

The implementation of these “Seed” projects in the 2011/12 school year is generally smooth with positive feedback. Through regular meetings with teachers in the project schools and expert advisors, we are able to generate good practices and develop useful learning and teaching exemplars and resource materials for sharing among special schools admitting students with ID.

The expenditure of the “Seed” projects is primarily on the salaries of substitute teachers to cover seconded teachers supporting the projects, whereas the cost of research and development in these curriculum projects is absorbed by the staff establishment of the EDB. The estimated expenditure in the 2011/12 school year is around \$6.3 million.

Since “Seed” project is unique in terms of timeframe, focus and content, the number of participating schools depends on the actual needs of schools.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB143

Question Serial No.

2457

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 Government has implemented the “improvement measures on extension of years of study in special schools” since the 2010/11 school year. What is the implementation progress of these measures? Please provide in tabular form the number of students who need to extend their years of study, their percentage share in the total number of students, the types of schools to which they belong, their reasons for extension, the number of additional school places provided for special schools by the Education Bureau, and a comparison between the average unit cost per school place and the additional expenditure incurred. Have any students been refused to extend their years of study? If so, what are the details?

Asked by: Hon. LAM Tai-fai

Reply:

In the 2011/12 school year, the Education Bureau (EDB) continues to implement the improvement measures on extension of years of study (EoS) 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. Under the improved mechanism, schools have provision for additional school places and are allowed to exercise school-based judgment to arrange for students with such a need and valid reasons to extend their years of study according to the objective criteria jointly set by EDB and the special education sector. The number of additional school places per school thus provided for various types of special schools is as follows:

Schools for Children with

Visual Impairment*	14
Hearing Impairment	20
Physical Disability	20
Mild Intellectual Disability**	18
Moderate Intellectual Disability	12
Severe Intellectual Disability	12

* EoS is applicable to the school for children with visual impairment cum intellectual disability.

** The number of additional places per school for schools for children with mild intellectual disability will be reduced to 15 upon full implementation of reduction of class size in the 2014/15 school year.

The number of students approved for EoS in the special schools since the 2010/11 school year, their percentage share in the total number of students and the average unit cost per school place by types of special schools are set out in the Appendix. As schools are no longer required to submit applications to EDB for approval, we do not have information about the reasons for extension in individual cases or any students being refused EoS by their schools.

The estimated additional recurrent expenditure for providing additional places for EoS for the 2010/11 and 2011/12 school years are around \$80 million and \$160 million respectively. As the additional expenditure is mainly incurred for additional classes and the unit cost per school place is basically unaffected, a comparison between the average unit cost per school place and the additional expenditure incurred is not appropriate.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 27 February 2012

Number of students approved for EoS in the special schools since the 2010/11 school year, their percentage share in the total number of students and the average unit cost per school place by types of special schools

2010/11 school year

School Type	Number of students approved by special schools for EoS	Percentage share in the total number of students	Average unit cost per school place
Visual Impairment*	14	21%	\$230,000
Hearing Impairment	2	1%	\$207,000
Physical Disability	76	9%	\$218,000
Mild Intellectual Disability**	243	8%	\$110,000
Moderate Intellectual Disability	181	11%	\$185,000
Severe Intellectual Disability	83	11%	\$242,500

* *EoS is applicable to the school for children with visual impairment cum intellectual disability.*

** *The number of additional places per school for schools for children with mild intellectual disability will be reduced to 15 upon full implementation of reduction of class size in the 2014/15 school year.*

2011/12 school year

School Type	Number of students approved by special schools for EoS	Percentage share in the total number of students	Average unit cost per school place
Visual Impairment*	10	8%	\$245,500
Hearing Impairment	0	0%	\$221,000
Physical Disability	83	9%	\$230,000
Mild Intellectual Disability**	250	8%	\$122,500
Moderate Intellectual Disability	175	10%	\$198,500
Severe Intellectual Disability	85	11%	\$263,000

* *EoS is applicable to the school for children with visual impairment cum intellectual disability.*

** *The number of additional places per school for schools for children with mild intellectual disability will be reduced to 15 upon full implementation of reduction of class size in the 2014/15 school year.*

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

EDB144

Question Serial No.

2458

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:

During 2012-13, the Bureau will continue to enhance the learning and teaching 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, in tabular form, a breakdown of the numbers of students in each of the schools for children with mild intellectual disability by grade level, their student-to-teacher ratios, the average unit cost per school place and the additional expenditure involved.

Asked by: Hon. LAM Tai-fai

Reply:

To enhance the learning and teaching support for aided special schools for children with mild intellectual disability (MiID schools), the Education Bureau has reduced the class size of these schools from 20 to 15 students per class starting from Primary 1 and Secondary 1 concurrently from the 2009/10 school year and will extend progressively to cover all primary and secondary levels by the 2014/15 school year. The estimated additional recurrent expenditure for the 2012/13 school year is around \$16.5 million as compared with the 2011/12 school year.

It should be noted that the standard class size of 15 or 20 is used for the purpose of approving the class organisation of individual schools. It is a common practice for special schools to adopt flexible groupings across grade levels and individualised education programme to cater for the special educational needs of the students. Presenting the number of students by grade level is not reflecting the actual operation in special schools. Breakdown by grade level is therefore not provided. Moreover, as the class organisation of these schools for the 2012/13 school year is not yet determined, we are unable to provide the student-to-teacher ratios of individual MiID schools. By the same token, the unit cost per class, the calculation of which is based on the actual operating cost of the school, is not yet available for the time being.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB145

Question Serial No.

2459

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:

During 2012-13, the Vocational Training Council will plan the establishment of a new Youth College to provide alternative progression pathways for young people, as well as specialised support for non-Chinese speaking (NCS) students and students with special educational needs (SEN). What are the estimated expenditure and manpower required for the planning of the College? What are the estimated numbers of places to be provided for NCS students and students with SEN respectively. What are the details of the provision of specialised support?

Asked by: Hon. LAM Tai-fai

Reply:

The new Youth College plans to offer 240 new places (all are intakes as it is the first year of operation of the new Youth College) in the 2012/13 academic year, among which about 120 are estimated to be Non-Chinese speaking (NCS) students. As for SEN students, there would not be a fixed number of places and those who meet the entry requirements of the programmes will be offered study places if they are assessed to likely have the ability to complete the programme.

The new Youth College will provide dedicated support for NCS and SEN students, helping them to better cope with their study, adapt to the campus life and wider community. Services for the NCS students will include vocational Chinese training, tutorial services, peer mentorship scheme and student activities for promoting a culture of inclusion and integration with the community. Services for SEN students will include technical learning aids, special in-class arrangements, professional consultation and assessment services. Career advisory and support services will also be provided to both NCS and SEN students. The new Youth College will develop itself into a learning resources centre for supporting diversity and inclusivity in vocational education.

In the 2012/13 academic year, about 14 teaching staff and 6 support staff will be required and the subvention from the Government is about \$15.5 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB146

Question Serial No.

2460

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:

In 2012-13, the Vocational Training Council will conduct a pilot project on industry attachment programmes for students pursuing Higher Diploma and Diploma of Vocational Education programmes with a view to enhancing their practical skills and employability. What are the details and estimated expenditure of the project, as well as the job nature involved? Will the participating students and companies or employers receive any forms of subsidy? If so, what are the details? If not, what are the reasons.

Asked by: Hon. LAM Tai-fai

Reply:

To further enhance the practical skills and employability of Vocational Training Council's (VTC) students pursuing Higher Diploma (HD) and Diploma in Vocational Education (DVE) programmes, a pilot project on industry attachment will be implemented in the 2012/13 and 2013/14 academic years. The pilot project aims at preparing students for work by providing them with work-integrated learning experiences.

Under the pilot project, industry attachment will be formally included as a component (at least 90 hours) in the enriched curricula of the new HD programmes designed for Secondary 6 leavers from the 2012/13 academic year. DVE students will also be encouraged to gain exposure through industry attachment. Industry attachment could be arranged in many forms, including attachment in industries specific to programmes of study or workplace experience in industry-based projects, or structured or generic experiential learning experience in the workplace.

It is estimated that about 9 500 students (8 000 HD students and 1 500 DVE students) will benefit in each of the 2012/13 and 2013/14 academic year. Additional resources of about \$43 million will be required in the financial year from 2012-13 to 2014-15 to cover the staff cost for the planning and coordination of the programme, conducting visits to the workplace and coaching for students, post-attachment reviews and experience sharing amongst students.

The primary aim of the programme is to enable students to gain work-integrated learning experiences. Whether students will be paid some form of allowances by the participating companies or organisations will depend on the company/organisation policies. There is no provision under this pilot project for any payment of government subsidies to the participating companies or organisations.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB147

Question Serial No.

1981

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 Budget (paragraph 53 of the Budget Speech) proposes to earmark \$1 billion to implement a new programme under the new senior secondary academic structure modelled on Project Yi Jin so as to provide an alternative pathway for students to acquire a formal qualification. Will the Administration elaborate on the detailed distribution of the provision, the positioning of the new programme under the Qualifications Framework and its difference from other qualifications? Besides, how can the Administration ensure that qualification of the new programme will be widely recognized by the community?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

The Financial Secretary proposed in his Budget Speech for 2012-13 that \$1 billion be set aside for implementing a programme based on the Project Yi Jin model to provide an alternative pathway for secondary 6 school leavers under the New Academic Structure as well as adult learners to obtain a formal qualification for the purposes of employment and further study. It is estimated that the sum will be sufficient to cover the Government's expenditure for the programme in the first five years of implementation. The proposed funding is mainly for reimbursement of tuition fee to eligible students.

It is intended that upon satisfactory completion of study, a student under the new programme will be awarded a full Yi Jin Diploma (YJD). The Diploma will be deemed comparable to the attainment of Level 2 standard in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education which is on Qualifications Framework (QF) Level 3. YJD will be regarded as meeting the entry requirements for admission to Higher Diploma or Associate Degree programmes on QF Level 4. To provide recognition of the qualification to be obtained under the new programme, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications has been requested to conduct a comparability study on the programme to ensure that the programme can attain its intended exit standard. The study also covers the quality assurance mechanism of the programme to ensure that it will be delivered in a quality manner.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB148

Question Serial No.

1983

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:

As mentioned in the Budget (paragraph 166 of the Speech), the Administration notices that there are calls from the community for free pre-primary education, and recognises that the issue is a question of resources also requiring analysis of where the existing system is inadequate. Would the Administration elaborate on the details of the work being planned and already underway? What is the progress? Has the Budget allocated any resources to expedite the work?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

Government's policy on kindergarten (KG) education is premised on two fundamental considerations, *viz.* to make KG education affordable and to induce quality enhancement. The Pre-primary Education Voucher Scheme (PEVS) introduced with effect from the 2007/08 school year helps to achieve these two objectives. Local KGs joining the PEVS must meet eligibility criteria relating to tuition fee levels, professional qualification of the teaching force, and satisfactory performance in the quality review. All these criteria aim to safeguard and promote the quality of education without prejudicing the diversity and vitality that market forces currently bring to the sector. Entitlement to the voucher is non-means-tested and the existing voucher value at \$16,000 per student per annum represents more than 80% of the current average tuition fee of a half-day place. Students from needy families are also eligible for means-tested fee remission. Over 80% of KG students are currently benefiting from the PEVS. The strong commitment of the Government towards the KG sector can be reflected by the rise in Government expenditure on this sector, from \$992.9 million in 2006-07 (prior to the introduction of the PEVS) to \$2624.7 million in 2011-12, representing a 164% increase. The Education Commission's Working Group Report on Review of the PEVS submitted to the Administration in December 2010 confirmed the merits of the PEVS and recommended various improvement measures such as mechanisms for periodic adjustment to the voucher value and tuition fee caps in addition to enhancing support for needy families. We are aware of the calls for making KG education free similar to the arrangements for the primary and secondary school sectors. Notwithstanding the many structural and systemic issues associated with this (such as hardware, district distribution of school places and implications for an equitable allocation system, etc.), we shall continue to communicate with the stakeholders and different sectors, and examine the various implications with a view to sustaining the development of quality pre-primary education. We do not have the estimated costs and manpower resources for implementing free pre-primary education at this stage.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

Reply Serial No.

EDB149

Question Serial No.

1179

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 inform of the following in the past three years (i.e. 2009/10 to 2011/12) since the harmonisation of pre-primary services in September 2005:

- (a) the fee subsidy provided by the Government to parents of students in kindergartens operating with a co-located child care centre; and
- (b) the number of students benefiting from the subsidy.

Asked by: Hon. LEE Wai-king, Starry

Reply:

(a) Upon harmonisation of pre-primary services from September 2005, eligible children in kindergartens operating with a co-located child care centre, like other children attending pre-primary institutions, may receive fee subsidy under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). With the introduction of the Pre-primary Education Voucher Scheme (PEVS) since the 2007/08 school year, children attending kindergarten classes in these institutions and who are eligible for the PEVS may receive fee subsidy through the voucher like their counterparts in other eligible kindergartens and the KCFRS continues to provide additional financial support to the needy families.

(b) The total number of children benefitted from fee subsidy:

	2009/10 school year	2010/11 school year	2011/12 school year (Up to December 2011)
Through KCFRS	14 740	14 080	13 840
Through PEVS	34 340	36 629	38 964

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

Reply Serial No.

EDB150

Question Serial No.

1180

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 were the vocational education programmes targeted at non-Chinese speaking students and the expenditure involved for 2011/12? What will be the relevant measures and estimated expenditure for 2012/13?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The numbers of planned places of vocational education programmes dedicated for non-Chinese Speaking (NCS) students in the 2011/12 and 2012/13 academic years are as follows:-

Target groups	Programmes	Estimated Enrolment (2011/12)	Planned Places (2012/13)
Secondary school leavers	Certificate / Diploma Courses (Full-time / Part-time)	190	290
Senior secondary students	Applied Learning Courses	200	200
	Other Learning Experience Courses	20	40
	Total	410	530

The net expenditure for these vocational education programmes for NCS students in the 2011/12 and 2012/13 academic years is estimated to be \$6.7 million and \$13.1 million respectively.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB151**

Question Serial No.

1181

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Please give a breakdown of the expenditures (including fee remission, training and rent subsidies, the amount of subsidy allocated to the Pre-primary Education Voucher Scheme, the Kindergarten and Child Care Centre Fee Remission Scheme, etc.) on pre-primary education from 2009-10 to 2011-12.

Asked by: Hon. LEE Wai-king, StarryReply:

The breakdown of expenditure for pre-primary education from 2009-10 to 2011-12 is as follows:

	2009-10	2010-11	2011-12
	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme	1,628.9	1,854.3	2,025.1
Kindergarten and Child Care Centre Fee Remission Scheme	284.7	251.0	373.9
Refund of rent, rates and government rent	186.7	193.2	194.5
Child Care Centre Subsidy Scheme (Note 1)	12.0	12.9	13.5
Principal and teacher training (Note 2)	45.0	32.0	17.7

Note:

- Following the introduction of the Pre-primary Education Voucher Scheme (PEVS) with effect from the 2007/08 school year, 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 (CCSS) with effect from the 2008/09 school year.
- Including the payments for the commissioned "Three-Year-In-service Certificate in Early Childhood Education Course for the 2006, 2007, 2008 and 2009 Intakes" (as applicable) and course fee reimbursement to principals and teachers of kindergartens and kindergarten-cum-child care centres not under the PEVS for approved course(s) in early childhood education.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB152

Question Serial No.

1182

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 the support provided for non-Chinese speaking (NCS) students in the 2010/11 and 2011/12 school years, would the Government please provide the following information:

- (a) The amount of special grant received by the designated schools, the number of NCS students admitted (with a breakdown by race and grade), and the percentage of such students among all students of the school; and
- (b) The number of non-designated schools which have admitted NCS students, broken down respectively by the intake of such students (less than 10, 10-19, 20-29 and 30 or above) and the percentage of such students among all students of the school.

Asked by: Hon. LEE Wai-king, Starry

Reply:

- (a) The amount of annual grant received, the number of non-Chinese speaking (NCS) students by grade and the percentage of NCS students of all students in respect of the designated schools in the 2010/11 and 2011/12 school years are at Annex A. Given that as many as 17 ethnicity codes have been collected in the Student Enrolment Survey and the figures of NCS students at Annex A have already included all the students whose spoken language at home is not Chinese, we have not tabulated the number of students for each ethnicity.
- (b) The number of non-designated schools with NCS students ranging from less than 10, 10-19, 20-29 and 30 or above, and the percentage of NCS students of all students of such schools are at Annex B.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**Name of designated schools,
number of NCS students by grade,
percentage of NCS students of all students and
amount of annual grant received
in the 2010/11 and 2011/12 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 annual grant (\$)
			P1	P2	P3	P4	P5	P6	Total		
Primary schools											
1	CNEC Ta Tung School	2010/11	8	9	4	14	9	17	61	8.8%	500,000
		2011/12	17	9	12	5	15	9	67	10.5%	500,000
2	Islamic Primary School	2010/11	24	54	62	65	70	70	345	98.6%	600,000
		2011/12	49	24	53	61	66	65	318	99.1%	600,000
3	Tsing Yi Trade Association Primary School	2010/11	12	11	10	7	6	2	48	30.6%	400,000
		2011/12	18	15	15	14	11	9	82	50.0%	500,000
4	Yuen Long Long Ping Estate Tung Koon Primary School	2010/11	68	44	37	31	26	26	232	42.1%	600,000
		2011/12	52	66	48	37	29	27	259	46.3%	600,000
5	Sir Ellis Kadoorie (Sookunpo) Primary School	2010/11	40	61	74	59	91	118	443	93.3%	600,000
		2011/12	30	45	68	77	58	88	366	90.6%	600,000
6	Jordan Road Government Primary School	2010/11	20	26	27	8	37	22	140	36.5%	600,000
		2011/12	39	23	24	28	15	47	176	50.3%	600,000
7	Li Cheng Uk Government Primary School	2010/11	89	117	113	122	153	122	716	98.2%	600,000
		2011/12	71	105	116	118	128	156	694	96.8%	600,000
8	Chiu Sheung School, Hong Kong	2010/11	45	44	40	28	19	1	177	56.4%	600,000
		2011/12	48	48	43	41	31	18	229	66.2%	600,000
9	Li Sing Tai Hang School	2010/11	42	48	49	54	58	56	307	94.5%	600,000
		2011/12	45	43	49	51	59	52	299	94.9%	600,000
10	Man Kiu Association School	2010/11	47	54	54	68	55	70	348	88.8%	600,000
		2011/12	32	51	52	60	64	49	308	90.6%	600,000
11	Pat Heung Central Primary School	2010/11	21	14	29	32	37	30	163	88.1%	600,000
		2011/12	17	25	21	34	35	38	170	88.5%	600,000

12	Po Kok Primary School	2010/11	46	49	36	29	28	18	206	83.4%	600,000
		2011/12	51	44	46	33	27	26	227	90.8%	600,000
13	Hong Kong Taoist Association Wun Tsuen School	2010/11	86	77	100	88	96	133	580	97.0%	600,000
		2011/12	89	89	90	108	108	110	594	96.0%	600,000
14	Yaumati Kaifong Association School	2010/11	63	66	68	67	73	71	408	99.5%	600,000
		2011/12	66	69	70	67	67	71	410	99.3%	600,000
15	Islamic Dharwood Pau Memorial Primary School	2010/11	48	45	71	38	34	20	256	86.5%	600,000
		2011/12	47	47	42	70	38	33	277	93.3%	600,000
16	Po On Commercial Association Wan Ho Kan Primary School	2010/11	7	6	7	12	11	2	45	11.2%	400,000
		2011/12	9	12	9	10	16	13	69	18.2%	500,000
17	Bui O Public School	2010/11	19	11	14	14	16	17	91	67.9%	600,000
		2011/12	15	18	12	14	16	18	93	65.0%	600,000
18	Northern Lamma School	2010/11	12	8	6	10	5	4	45	49.5%	400,000
		2011/12	6	13	7	5	9	6	46	54.1%	400,000
19	Sai Kung Central Lee Siu Yam Memorial School	2010/11	15	16	8	6	1	4	50	25.5%	400,000
		2011/12	18	18	15	9	5	1	66	30.6%	500,000
20	Mui Wo School	2010/11	-	-	-	-	-	-	-	-	-
		2011/12	6	7	9	17	6	5	50	32.5%	400,000

Secondary schools		School year	Number of NCS students								Percentage of NCS students among all students of the school	Amount of annual grant (\$)
			S1	S2	S3	S4	S5	S6	S7	Total		
1	Delia Memorial School (Broadway)	2010/11	170	166	161	145	109	26	19	796	93.1%	600,000
		2011/12	177	153	165	146	116	98	27	882	95.4%	600,000
2	Delia Memorial School (Hip Wo)	2010/11	158	178	145	106	101	8	6	702	50.4%	600,000
		2011/12	161	156	162	136	88	92	7	802	53.5%	600,000
3	Pak Kau College	2010/11	9	5	8	2	39	0	0	63	6.9%	500,000
		2011/12	4	9	6	6	2	29	0	56	5.7%	400,000
4	Caritas Tuen Mun Marden Foundation Secondary School	2010/11	79	68	63	44	0	0	0	254	57.2%	600,000
		2011/12	42	72	60	75	46	0	0	295	63.4%	600,000

5	Islamic Kasim Tuet Memorial College	2010/11	80	95	78	62	46	2	1	364	63.3%	600,000
		2011/12	80	80	87	75	58	42	2	424	73.1%	600,000
6	Sir Ellis Kadoorie Secondary School (West Kowloon)	2010/11	144	115	119	75	59	0	0	512	62.8%	600,000
		2011/12	122	136	107	109	74	52	0	600	65.6%	600,000
7	St Margaret's Girls' College, Hong Kong	2010/11	58	53	43	35	13	0	2	204	46.4%	600,000
		2011/12	67	67	55	40	28	13	0	270	57.7%	600,000
8	Bethel High School	2010/11	32	12	28	0	0	0	0	72	10.0%	500,000
		2011/12	16	35	15	32	0	0	0	98	13.6%	600,000
9	Buddhist Fat Ho Memorial College	2010/11	20	16	17	11	1	0	0	65	18.2%	500,000
		2011/12	19	22	19	20	11	2	0	93	24.9%	600,000
10	Salesians of Don Bosco Ng Siu Mui Secondary School	2010/11	-	-	-	-	-	-	-	-	-	-
		2011/12	10	26	4	1	1	1	0	43	8.0%	400,000

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data cover 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 annual 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 2010/11 and 2011/12 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					
2010/11	Number of schools	244	22	6	15
	Percentage of NCS students among all students of the schools	0.1% - 6.2%	1.1% - 18.3%	2.1% - 5.1%	3.8% - 88.3%
2011/12	Number of schools	246	25	9	17
	Percentage of NCS students among all students of the schools	0.1% - 8.8%	0.9% - 22.1%	2.4% - 12.6%	3.8% - 89.5%
Secondary schools					
2010/11	Number of schools	219	12	2	14
	Percentage of NCS students among all students of the schools	0.1% - 1.8%	0.7% - 2.7%	3.4% - 4.2%	3.3% - 60.5%
2011/12	Number of schools	211	11	4	17
	Percentage of NCS students among all students of the schools	0.1% - 3.5%	0.7% - 2.3%	2.1% - 2.6%	2.1% - 59.3%

Notes:

- Figures refer to the position as at September of the respective school years.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- The data includes NCS students in public sector and Direct Subsidy Scheme schools but excludes students in special schools.
- 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 session but in the transition of turning into whole-day operation are counted once.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB153**

Question Serial No.

1183

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

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 2010/11 and 2011/12 school years (please specify by levels).

Asked by: Hon. LEE Wai-king, StarryReply:

For the 2010/11 and 2011/12 school years, in-service Certificate in Early Childhood Education programme is offered to serving qualified kindergarten teachers. The course providers, tuition fees and number of enrolments in different subsidised and non-subsidised courses are provided as follows:

		Course Providers			
		HKIVE	HKIEd	HKBU	OUHK
No. of intake in 2010/11 (Tuition fee per course in brackets)	UGC-funded		237 (Free)		
	Self-financed	120 (\$65,540)		32 (\$63,000)	141 (\$50,000)
No. of intake in 2011/12 (Tuition fee per course in brackets)	UGC-funded		205 (Free)		
	Self-financed	48 (\$72,000)		8 (\$63,000)	115 (\$60,000)

Information on the amount of subsidies of each of the subsidised training places for serving kindergarten teachers is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants.

Key:**HKIVE** - Hong Kong Institute of Vocational Education**HKIEd** - The Hong Kong Institute of Education**HKBU** - Hong Kong Baptist University**OUHK** - The Open University of Hong Kong**UGC** - University Grants Committee

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

Reply Serial No.

EDB154

Question Serial No.

1184

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 the number of non-Chinese speaking (NCS) students and its percentage share in the total number of students by pre-primary education, primary education and secondary education for the 2011/12 school year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

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 2011/12 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)	11 570	157 433	7.3%
Primary (Primary 1 - 6) (Note 4)	7 703	279 700	2.8%
Secondary (Secondary 1 - 7) (Note 4)	6 373	444 712	1.4%

Notes:

1. Figures refer to the position as at September of 2011.
2. The above data cover 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.

Signature: _____

Name in block letters: Mrs Cherry Tse

Post Title: Permanent Secretary for Education

Date: 22 February 2012

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

EDB155

Question Serial No.

1185

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 provision for schools designated for intensive support to cater for the needs of non-Chinese speaking (NCS) students in the 2012/13 school year? What is the average amount of provision per school? What are the new support measures?

Asked by: Hon. LEE Wai-king, Starry

Reply:

To facilitate schools in assisting non-Chinese speaking (NCS) students to adapt to the local curriculum, the Education Bureau has been supporting designated schools by means of, among others, the provision of an annual grant ranging from \$300,000 to \$600,000 per school for developing school-based measures and accumulating teaching experiences for dissemination to other schools admitting NCS students. For planning purpose, we have earmarked an estimated provision of \$18.6 million for designated schools in the 2012/13 school year with an average of about \$0.56 million per school assuming that the number of designated schools will be increased to 33 by the 2012/13 school year.

A pilot scheme on Workplace Chinese Language for NCS students will be implemented in the 2011/12 school year to further support NCS students who could not attain any acceptable level in terms of Chinese proficiency under the Hong Kong Diploma of Secondary Education to meet the workplace or trade specific requirements. In tandem, we have undertaken to examine the support for NCS students, the approaches to which have included, among others, stepping up the promotion of an early start for NCS students to learn the Chinese language for better adaptation to local primary schools, expansion of the school network for supporting NCS students and strengthening school-based professional support to schools so that more schools, in addition to the existing designated schools, would be involved in gearing up for the implementation of the Supplementary Guide to the Chinese Language Curriculum for NCS Students and catering for the diverse aspirations in academic study and career pursuit of NCS students.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB156**

Question Serial No.

1187

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (7) Policy and SupportControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

As mentioned in paragraph 53 of the 2012-13 Budget Speech, the Financial Secretary has proposed to make two separate injections of \$1 billion each, bringing the total to \$2 billion, into the HKSAR Government Scholarship Fund and Self-financing Post-Secondary Education Fund to establish more scholarships or award schemes for outstanding students. Please set out the amount of scholarships awarded for each of the past 5 academic years. Please provide a breakdown of the number of the awardees by institution.

Asked by: Hon. LEE Wai-king, StarryReply:

Established in 2008, the HKSAR Government Scholarship Fund provides scholarships to outstanding local and non-local students enrolled in full-time publicly-funded programmes at degree and above levels. In 2011, the Government injected \$250 million into the Fund to extend the scheme to students of full-time publicly-funded sub-degree programmes with effect from the 2011/12 academic year. The amount of scholarships awarded under the Fund from the 2008/09 to 2011/12 academic years is set out below –

Academic Year	Amount Awarded (\$)	
	Degree and above level students	Sub-degree students
2008/09	11,970,000	–
2009/10	23,590,000	–
2010/11	29,280,000	–
2011/12	29,060,000	2,990,000

A breakdown of the number of scholarship awardees by institution is tabulated below –

Name of Institution	2008/09	2009/10	2010/11	2011/12	
	Degree & above	Degree & above	Degree & above	Degree & above	Sub-degree
City University of Hong Kong	27	51	63	68	4
Hong Kong Baptist University	24	41	44	40	–
Lingnan University	9	17	18	18	–
The Chinese University of Hong Kong	40	81	100	102	–
The Hong Kong Institute of Education	8	16	20	22	3
The Hong Kong Polytechnic University	41	74	89	95	15
The Hong Kong University of Science and Technology	26	57	61	57	–
The University of Hong Kong	51	96	110	102	–

Name of Institution	2008/09	2009/10	2010/11	2011/12	
	Degree & above	Degree & above	Degree & above	Degree & above	Sub- degree
The Hong Kong Academy for Performing Arts	4	8	9	10	3
Vocational Training Council	–	–	–	–	118
Total	230	441	514	514	143

The \$2.5 billion Self-financing Post-secondary Education Fund was established in November 2011 to, among others, provide scholarships to outstanding students pursuing full-time locally accredited self-financing sub-degree or undergraduate programmes. For the 2011/12 academic year, the Steering Committee of the Fund has reserved about \$36 million for providing scholarships and awards to around 1 300 students. As we are still processing the applications and allocation of scholarships, we do not have the breakdown of number of scholarships/award recipients by institutions.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

Reply Serial No.

EDB157

Question Serial No.

1476

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:

The Moral and National Education subject will first be introduced in primary schools on a pilot basis in the next school year and implemented in 2015. The subject will be introduced in secondary schools on a pilot basis one school year later than in primary schools and implemented in 2016. Is it necessary to reserve funding in this year for the implementation of the pilot scheme? If so, what are the amount of funding, details and work plan? If not, what are the reasons?

Asked by: Hon. LEE Wai-king, Starry

Reply:

It is an established practice that accompanying the implementation of new subjects and/or major changes in the curriculum will be support measures such as a series of focused and structured professional development programmes, production of learning/teaching resources and other related support targeted at the school and/or teacher levels. The implementation of the Moral and National Education (MNE) curriculum will be no exception though the details will be considered holistically when we deliberate the recommendations on the Curriculum Guide on MNE to be submitted by the Curriculum Development Council. For estimate purposes, we have, based on the past experience in implementing new curriculum guides of core subjects, earmarked a total provision of approximately \$500 million for 2012-13 for the preparation and implementation of the MNE curriculum.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB158

Question Serial No.

2271

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:

The Administration states that it will promote e-textbooks to break the monopoly of printed textbooks and introduce competition. It also states that it will provide support and assistance to schools that intend to use e-textbooks. How much funding has been reserved in this year for the implementation of the relevant work? What measures will be taken to attract different organisations to join the e-textbook market? What are the details of the work plan? When can a Recommended Textbook List be expected to be compiled for e-textbooks?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The Education Bureau has accepted the Report of the Task Force to Review Learning and Teaching Materials in December 2011. One of the recommendations of the Task Force is to create a conducive environment and provide incentives to attract more professionals and organisations to the market for the development of quality and reasonably-priced e-textbooks with a view to introducing healthy competition and providing users with greater choice of effective learning/teaching resources. Taking into account the Task Force's recommendation, we are now in the process of formulating measures to facilitate the development of a healthy and sustainable e-textbook market.

Schools in general make reference to the Recommended Textbooks List (RTL) in selecting printed textbooks for their students, and hence it is important for EDB to introduce a mechanism suited for developing a RTL for e-textbooks in the future. EDB hopes that in the light of the experiences to be gained from implementing the recommendations of the Task Force, a new quality assurance mechanism for e-textbooks, on par with the RTL for the printed textbooks, will be established.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB159

Question Serial No.

2274

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:

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), autism 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 2011-12 and 2012-13 (estimate)?

Asked by: Hon. LEE Wai-king, Starry

Reply:

As at September 2011, 15 940 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
670*	2 070	3 010	3 400	3 440	3 350

** 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 schools with additional resources including the Learning Support Grant, Enhanced Speech Therapy 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 appropriate support services to students in accordance with their special educational needs. Apart from additional resources, we also provide schools with professional support in areas such as assessment and consultation services of educational psychologists, speech therapists and audiologists; teacher training and teaching resources developed for use by 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. Besides, the Hong Kong Academy for Gifted Education, which was set up with funding support from the Administration, has also planned to offer programmes for the primary students and some pilot programmes have been offered from the 2011/12 school year onwards.

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: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB160**

Question Serial No.

2542

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (3) Secondary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

The Education Bureau will continue to offer Applied Learning courses for students under the new academic structure in 2012-13. Please provide the details of the courses, student participation and the expenditure involved.

Asked by: Hon. LEE Wai-king, StarryReply:

Applied Learning (ApL) courses have been introduced to students under the new academic structure as elective subjects beginning at Secondary 5 since the 2010/11 school year. In 2012-13, a total of 35 ApL courses will continue to be offered to students of the second cohort (2011-13 cohort) and the third cohort (2012-14 cohort). Details are as follows:

Area of Studies	No. of Courses	Enrolments	
		2011-13 Cohort	2012-14 Cohort
Creative Studies	7	1 123	Estimated to be around 8 500 (Note: As the enrolment process has just commenced in February 2012 and will close in July 2012, the actual figures will only be available later in the year.)
Media and Communication	4	483	
Business, Management and Law	6	547	
Services	6	2 752	
Applied Science	7	825	
Engineering and Production	5	463	
Total	35	6 193	

The Government provides Diversity Learning Grant (DLG) to support secondary schools in offering ApL courses. In 2012-13, the estimated DLG to be provided to schools for subsidising students of the 2011-13 cohort in taking ApL courses is around \$24.3 million and that of the 2012-14 cohort is around \$42 million. In addition, for quality assurance purpose, we have engaged the Hong Kong Council for Accreditation of Academic and Vocational Qualifications to conduct on-site visits of the ApL courses. The expenditure involved in 2012-13 will be around \$1.8 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB161

Question Serial No.

2543

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 give details of the professional training and support activities (including, among others, seminars, workshops, study tours and learning circles) for teachers practising small class teaching in public sector primary schools and the estimated expenditure involved in 2012-13.

Asked by: Hon. LEE Wai-king, Starry

Reply:

We will continue to organise in 2012-13 various professional development activities in order to further support schools and teachers in their 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 2012-13, including the timeframe, are set out in the Annex. The 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 \$36 million in 2012-13. The actual expenditure to be incurred will depend on, among other factors, 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: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

List of professional training and support activities planned for 2012-13

Tentative time of delivery	Planned Professional Training and Support Activities
Apr 2012 – Mar 2013	Five-week in-service Teacher Professional Development Courses on Learning and Teaching in a Small Class Environment for Chinese Language, English Language, Mathematics and General Studies with follow-up support sessions for participating teachers
Apr 2012 – Mar 2013	Support Programme on Fostering Communities of Practice to Enhance Learning and Teaching in a Small Class Environment on Chinese Language, English Language, Mathematics and General Studies for schools
Apr 2012 – Mar 2013	School networking under the Professional Development Schools Scheme for professional support as well as sharing of experiences and resources at monthly intervals
Apr 2012 – Mar 2013	Seminars and sharing sessions through learning circles for schools implementing small class teaching to facilitate teachers' paradigm shift in pedagogy with a view to optimising the benefits of a small class context to enhance the effectiveness of learning and teaching
Apr 2012 – Dec 2013	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
Nov 2012 – Feb 2013	One-day or half-day workshops on effective strategies to maximise the benefits of small class teaching for teachers of Chinese Language, English Language, Mathematics and General Studies

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB162**

Question Serial No.

2544

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 Education Bureau indicates that it will “continue to improve the learning and teaching of the English Language in primary schools” in 2012-13. What are the details as well as the estimated manpower and expenditure involved?

Asked by: Hon. LEE Wai-king, Starry

Reply:

In 2012-13, we will continue to implement the following support measures to improve the teaching and learning of the English Language in primary schools. The estimated expenditure for the initiatives in 2012-13 is \$447.1 million, of which \$102 million is from the Language Fund. The number of staff involved and the respective staff cost for initiatives funded by the Language Fund are set out in the table. As for other initiatives, the work is absorbed from within by the staff establishment of Education Bureau. Hence, no separate breakdown on staff deployment and cost is available.

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. Four staff are involved and the respective staff cost is \$1.35 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). 64 staff are involved and the respective staff cost is \$34.6 million. A breakdown by language and school level is not available as the staff may serve both primary and secondary schools in the same year.

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.	Professional Development Incentive Grant Scheme for language teachers	<p>To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.</p> <p>Two staff are involved and the respective staff cost is \$0.16 million.</p>
^3.	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. Awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years upon graduation, depending on the type of programmes pursued.
4.	Professional development programmes	To help schools implement the English Language curriculum more effectively. Different professional development programmes, including self-run and commissioned ones, are conducted.
5.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on reading, writing, listening and creativity).
D. Creating a facilitating environment for English learning		
1.	Primary Native-speaking English Teacher (NET) Scheme	To work alongside local English teachers with a view to facilitating the enrichment, and enhancing the authenticity, of the English Language environment in which Hong Kong students learn and use English. In general, an eligible public sector primary school with six or more operating classes is provided with a NET.
*2.	English Alliance – “English is Everywhere”	<p>To raise interest of the school community in the learning and use of English through a range of meaningful, fun and creative English Language programmes/activities on the theme of “English is Everywhere”.</p> <p>Two staff is involved and the respective staff cost is \$0.135 million.</p>
*3.	Creating English Language Environment for Students in Hong Kong Project	<p>To provide students with opportunities of listening and speaking English and hence motivate their interest and raise their confidence in using the language. This project will harness the efforts of local non-governmental organisations with a track record of delivering interesting and interactive educational programmes in English at their community facilities and/or premises.</p> <p>One staff is involved and the respective staff cost is \$0.06 million.</p>

*4.	Volunteer Scheme	<p>To provide students with more interactive English learning environment and opportunities to use the language in informal settings through making use of the resources and expertise of volunteers from professional bodies in the community.</p> <p>The work is absorbed through redeployment and involves no additional staff cost.</p>
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* Initiatives funded by the Language Fund

** A 3-year pilot project implemented from the 2009/10 school year

^ Initiative funded under Head 173: Student Financial Assistance Agency

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

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

EDB163

Question Serial No.

2540

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 estimate for Programme (3) for 2012-13 is \$21,927.3 million, 3.3% higher than the original estimate for 2011-12. Would the Administration inform us of the provision for government and subvented sector secondary schools in relation to the following:

- (a) the amount of expenditure spent on administrative support and its percentage share in the provision;
- (b) the amount of expenditure on providing support to teachers in non-teaching work and its percentage share in the provision; and
- (c) whether funding has been set aside for employing staff to assist in administration work; if yes, what is the amount involved and its percentage share in the provision; if no, what are the reasons?

Asked by: Hon. LEUNG Kwan-yuen, Andrew

Reply:

(a) – (c)

The above estimate for 2012-13 is based on the recurrent expenditure, non-recurrent expenditure and capital expenditure of secondary schools under the government sector and the subvented sector. Apart from capital works, the expenditures cover the salaries of teaching and non-teaching staff and the expenses relating to schools' daily operation, teaching and learning and other supportive services.

Schools have been allocated resources for providing administrative and supportive services in the form of staff entitlement and recurrent grants such as Capacity Enhancement Grant, Supplementary Grant and Administration Grant (for aided schools only), etc. To provide greater flexibility for schools in the use of resources, we have consolidated most of the non-salary-related recurrent grants, including the aforementioned grants, into a block grant.

With the allocation of funds in the form of block grant and to allow flexibility in deployment of funds, the Bureau does not set any proportion of schools' expenditure on administration work and support to teachers. In practice, schools set their own spending priorities and deploy funds flexibly for employing sufficient administrative and supporting staff or hiring related services to meet their own circumstances and school-specific development needs. Hence, the amount of expenditure solely for these purposes cannot be identified.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB164

Question Serial No.

2541

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 estimate for Programme (2) for 2012-13 is \$12,408.3 million, 11.2% higher than the original estimate for 2011-12. Would the Administration inform us of the provision for government and subvented sector primary schools in relation to the following:

- (a) the amount of expenditure spent on administrative support and its percentage share in the provision;
- (b) the amount of expenditure on providing support to teachers in non-teaching work and its percentage share in the provision; and
- (c) whether funding has been set aside for employing staff to assist in administration work; if yes, what is the amount involved and its percentage share in the provision; if no, what are the reasons?

Asked by: Hon. LEUNG Kwan-yuen, Andrew

Reply:

(a) – (c)

The above estimate for 2012-13 is based on the recurrent expenditure, non-recurrent expenditure and capital expenditure of primary schools under the government sector and the subvented sector. Apart from capital works, the expenditures cover the salaries of teaching and non-teaching staff and the expenses relating to schools' daily operation, teaching and learning and other supportive services.

Schools have been allocated resources for providing administrative and supportive services in the form of staff entitlement and recurrent grants, such as Capacity Enhancement Grant, Supplementary Grant and Administration or Revised Administration Grant (for aided schools only), etc. To provide greater flexibility for schools in the use of resources, we have consolidated most of the non-salary-related recurrent grants, including the aforementioned grants, into a block grant.

With the allocation of funds in the form of block grant to allow flexibility in deployment of funds, the Bureau does not set any proportion of schools' expenditure on administration work and support to teachers. In practice, schools set their own spending priorities and deploy funds flexibly for employing sufficient administrative and supporting staff or hiring related services to meet their own circumstances and school-specific development needs. Hence, the amount of expenditure solely for these purposes cannot be identified.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB165

Question Serial No.

0106

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 Government has announced that it will implement a new programme modelled on Project Yi Jin. Please inform this Committee:

- (a) the implementation progress, timetable, specific details and estimated expenditure of the programme given that there is less than two months left before the date of the public examination;
- (b) in view of the Government's effort to encourage members of the public to participate in recreation and sports activities and promote social integration in recent years, whether the Administration will actively promote the provision of more training courses on recreation and sports activities, such as ball games coaching, recreation and sports coaching and management, as well as fitness coaching, etc. under the new programme to tie in with the Government's policy direction; how it will monitor the quality of such certificate courses; and whether the providers will be required to articulate their courses with internationally recognised qualifications

Asked by: Hon. LEUNG LAU Yau-fun, Sophie

Reply:

- (a) The Education Bureau is working with the Federation for Continuing Education in Tertiary Institutions (FCE) on the design of a new programme based on the Project Yi Jin model to provide an alternative pathway for secondary 6 school leavers under the New Academic Structure (NAS) as well as adult learners to obtain a formal qualification for the purposes of employment and further study.

It is intended that upon satisfactory completion of study, a student under the new programme will be awarded a full Yi Jin Diploma (YJD), which will be deemed comparable to the attainment of Level 2 standard in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. YJD is regarded as meeting the entry requirements for admission to Higher Diploma or Associate Degree programmes. We are developing an additional elective module on Mathematics under the YJD. For those students who have satisfactorily completed the additional Mathematics elective module, the qualification is intended to be deemed comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination.

The Financial Secretary proposed in his Budget Speech for 2012-13 that \$1 billion be set aside for implementing the new YJD programme. It is estimated that the sum will be sufficient to cover the Government's expenditure for the programme in the first five years of implementation. Subject to the funding approval of the Finance Committee, we plan to implement the new YJD programme in the 2012/13 academic year.

- (b) Under the current design, the YJD programme will comprise eight modules of study, including five core modules and three elective modules of choice. The five core modules will be English Language, Chinese Language, Mathematics, Liberal Studies and Communication Skills. For elective modules, FCE institutions plan to offer a wide range of elective modules to cater for students with different interests and aptitude. These electives are primarily practical in nature, including recreation and sports activity management, accounting and health care, in addition to the additional Mathematics elective referred to in part (a) above.

According to a tracking survey conducted by the FCE, around 50% of the Project Yi Jin graduates were engaged in work and over 40% of students proceeded on further studies in the past three years. For Project Yi Jin graduates with aspirations in sports and recreation management, there are articulation opportunities offered by a number of post-secondary institutions.

Similar to the existing Project Yi Jin, the YJD programme has to undergo a comparability study conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications before launch. Furthermore, a robust quality assurance mechanism will be put in place to ensure that that the new programme is delivered in a quality manner.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 20 February 2012

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

EDB166

Question Serial No.

1881

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:

In paragraph 47 of his Budget Speech, the Financial Secretary stated that an International Cuisine College would be set up under the Vocational Training Council for people aspiring to become professional chefs in international cuisines.

- (a) What are the minimum entry requirements of the International Cuisine College?
- (b) What is the duration of the culinary programme to be provided by the College? Will there be any post-graduation job placement support to ensure that the majority of students will secure employment matching their specific knowledge?
- (c) What is the main cuisine to be taught at the College in its curriculum design? Will local cuisine be included as a compulsory subject? Through what channels will teachers be recruited?
- (d) Has the Administration considered collaborating with overseas food rating bodies, such as Michelin, to enable College graduates to obtain the relevant recognised qualifications from overseas simultaneously?
- (e) Has the Administration any plan to work with the tourism sector to actively promote Hong Kong's cuisine among the Mainland and overseas tourists so as to attract more tourists to Hong Kong upon the establishment of the College? Besides, what are the plans to further develop Hong Kong into a "culinary port"?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

In support of the Government's initiatives to promote tourism and wine trading industry and to help brand Hong Kong as a Gourmets' Paradise, Vocational Training Council (VTC) will establish an International Cuisine College (ICC) to provide high quality professional culinary training in international cuisines. ICC will also support the diversification of Hong Kong's education services in providing valuable progression pathways for youth and in-service personnel. ICC plans to take in the first batch of students in the 2014/15 academic year.

- (a) & (b) ICC plans to offer a wide array of programmes leading to qualifications at various levels including higher and professional diploma, diploma and certificate, etc. for secondary school leavers and in-service personnel. The duration of ICC programmes would range from a few months to two years. The minimum entry requirements and duration of programmes will depend on the curriculum content and structure and exit standards to be attained upon completion of individual course. ICC will offer job placement services to its graduating students in the same way as VTC's current arrangements which are well received by students and employers.

- (c) ICC plans to offer diversified programmes in the following three areas:
- (i) international cuisine programmes including European, the Mediterranean, Latin American, Middle Eastern, and Asian cuisines;
 - (ii) food and wine pairing, sommelier and other wine related courses to support the development of Hong Kong as a wine hub; and
 - (iii) programmes related to Meetings, Incentives, Conventions and Exhibitions (MICE) to promote the economic development of Hong Kong.

Training of Chinese cuisine will continue to be offered by the Chinese Cuisine Training Institute (CCTI) of VTC which has already built up a wealth of expertise and a strong brand. ICC will leverage on CCTI's experience, expertise and international networks and work closely with CCTI to achieve synergy and maximise impact. As regards teaching staff, ICC will recruit teaching professionals both locally and overseas to deliver quality training in the array of international cuisines programmes. Distinguished master chefs will also be invited to give guest lectures and/or master class on culinary skills. In addition to recruiting overseas professional culinary teaching staff, ICC will invite overseas culinary professionals as visiting professors for demonstration, emulation and exchange in Hong Kong through its extensive network of consulates.

- (d) VTC has signed co-operation agreements with a number of cuisine colleges and catering organisations of Germany, Bordeaux of France, Italy, Japan and the United States to strengthen co-operation and exchange of ideas. Building on these competitive advantages, ICC will actively seek further collaboration with renowned catering organisations of the Mainland and overseas with a view to developing internationally recognised assessments/trade tests, as well as international recognition and articulation of qualifications.
- (e) ICC is primarily a vocational education and training institution. As in the case of CCTI, in addition to offering relevant quality programmes on culinary art, it will also help promote Hong Kong as a Gourmets' Paradise in support of the tourism industry. In this respect, VTC is already working closely with the tourism industry, and has organised various activities including culinary art competitions, as well as visits and events which have helped attract tourists' interests.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB167

Question Serial No.

1888

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) The Estimates showed that the Administration incurred an expenditure of \$2.025 billion in implementing the Pre-primary Education Voucher Scheme (PEVS) in 2011/12. If free pre-primary education is to be fully implemented, has the Administration ever assessed the increase in expenditure as compared to the expenditure on PEVS?
- (b) In the past three years, how many children in Hong Kong did not receive any pre-primary education before attending primary one?

Asked by: Hon. LEUNG Mei-fun, Priscilla

Reply:

- (a) We have not assessed the possible increase in expenditure for free pre-primary education.
- (b) Pre-primary education is not a pre-requisite for children's participation in the Primary One Admission. Hence, the Education Bureau does not have statistics on number of children in Hong Kong who did not receive any pre-primary education before attending primary one. Currently, the Pre-primary Education Voucher Scheme (PEVS) provides non-means-tested direct fee subsidy to eligible children for their KG education in the PEVS KGs. Fee remission on top of the voucher subsidy may be provided for needy families so that children will not be deprived of kindergarten education due to the lack of financial means.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB168

Question Serial No.

2551

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:

Under "Matters Requiring Special Attention in 2012-13", it is stated that the Education Bureau will "provide additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject in the initial years". Will the Administration inform this Committee:

- (a) when the draft curriculum framework will be completed; and
- (b) of the details of the implementation of the Moral and National Education subject in primary, secondary and special schools, including the implementation timetable, estimated expenditure and manpower involved.

Asked by: Hon. LEUNG Yiu-chung

Reply:

- (a) The Curriculum Development Council (CDC) considered in early February 2012 the draft Curriculum Guide on Moral and National Education submitted by the Ad Hoc Committee on Moral and National Education (MNE). The Education Bureau will study the Curriculum Guide, including implementation details, to be submitted by the CDC to the Secretary for Education.
- (b) It is an established practice that accompanying the implementation of new subjects and/or major changes in the curriculum will be support measures such as a series of focused and structured professional development programmes, production of learning/teaching resources and other related support targeted at the school and/or teacher levels. The implementation of the MNE curriculum will be no exception though the details will be considered holistically when we deliberate the recommendation on the Curriculum Guide on MNE to be submitted by the CDC to the Secretary for Education. On the implementation of the MNE curriculum, for estimate purposes, we have, based on the past experience in implementing new curriculum guides of core subjects, earmarked a total provision of approximately \$500 million for 2012-13 for schools' preparation and implementation of the MNE curriculum. The implementation details, including the implementation schedule, the estimated expenditures as well as the manpower arrangements, will be formulated upon the submission of the Curriculum Guide on MNE by the CDC to the Secretary for Education.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB169

Question Serial No.

2552

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:

In 2012-13, the Administration will continue to arrange professional development and exchange programmes for teachers to promote national education. Will the Government provide the following information for 2011-12 and 2012-13?

- (a) the estimated expenditure;
- (b) the expected number of participating teachers;
- (c) the details of the programmes organised / to be organised; and
- (d) the list of non-governmental organisations commissioned or sponsored to run Mainland exchange programmes.

Asked by: Hon. LEUNG Yiu-chung

Reply:

- (a) The expenditure on professional development and exchange programmes for teachers in 2011-12 and 2012-13 are estimated to be \$2.1 million and \$4.6 million respectively.
- (b) The number of teachers participating in the professional development and exchange programmes in 2011-12 and 2012-13 are estimated to be about 9 350 and 5 200 respectively.
- (c) The professional development and exchange programmes for teachers to promote national education in 2011-12 and 2012-13 include “National Day Visit to Beijing cum Professional Development Programme”(香港教育界國慶訪京暨專業交流團), “Hong Kong Teachers Mainland Exchange Programme”(根脈相連—香港教師內地交流計劃), “Seminar on Basic Law Education”(「基本法教育」研討會) and “New Senior Secondary Enriching Knowledge for the Liberal Studies Curriculum”(新高中通識教育科知識增益課程).
- (d) The list of non-governmental organisations commissioned to provide services for the professional development and exchange programmes for teachers in 2011-12 is as follows:.

Name of the Organisation	
1.	National Education Services Centre Limited (國民教育服務中心有限公司)
2.	The Hong Kong Institution of Education (香港教育學院)
3.	The Boys' & Girls' Clubs Association of Hong Kong (香港小童群益會)
4	Joint Committee for the Promotion of the Basic Law of Hong Kong (香港基本法推介聯席會議)

In 2012-13, we shall continue to invite non-governmental organisations with relevant experiences to help deliver programmes that contribute to the promotion of national education.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

Reply Serial No.

EDB170

Question Serial No.

2553

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:

In 2012-13, the Administration will continue to offer opportunities for students to join Mainland exchange programmes to promote national education. Will the Government provide the following information for 2011-12 and 2012-13?

- (a) the estimated expenditure;
- (b) the expected number of participating primary and secondary students;
- (c) the details of the programmes organised/to be organised; and
- (d) the list of non-governmental organisations commissioned or sponsored to run Mainland exchange programmes.

Asked by: Hon. LEUNG Yiu-chung

Reply:

- (a) The expenditure on subsidising students to join Mainland exchange programmes in 2011-12 and 2012-13 is estimated to be \$46.7 million and \$64.2 million respectively.
- (b) The number of primary and secondary students participating in the Mainland exchange programmes in 2011-12 and 2012-13 is estimated to be 39 600 and 46 000 respectively.
- (c) The Mainland exchange programmes for students in the 2011-12 and 2012-13 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劃);
 - “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);
 - “National Education Exchange Programme in Mainland for Senior Secondary Students” (「同行萬里」高中學生內地交流計劃);
 - “Understanding Our Motherland Programme” (「赤子情、中國心」資助計劃); and
 - “Award Scheme for Student Leaders of Hong Kong: National Education Course” (「香港領袖生獎勵計劃：國情教育課程」).
- (d) The list of non-governmental organisations commissioned/sponsored to organise Mainland exchange programmes in 2011-12 is as follows:

Name of Organisation
1. Hong Kong Federation of Education Workers Education Organisation Limited (香港教育工作者聯會教育機構有限公司)
2. Wofoo Social Enterprises Ltd (和富社會企業有限公司)
3. Joint Committee for the Promotion of The Basic Law of Hong Kong (香港基本法推介聯席會議)
4. National Education Centre Limited (國民教育中心有限公司)
5. National Education Services Centre Limited (國民教育服務中心有限公司)
6. QualiEd Professional and Continuing Education College (滙知專業持續教育書院)
7. The Warehouse Teenage Club Limited (蒲窩青少年中心)

In 2012-13, we shall continue to commission or sponsor non-governmental organisations with relevant experience in organising educational trips to the Mainland to help deliver programmes that contribute to the promotion of national education.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB171

Question Serial No.

0763

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 plan to launch a new programme based on the Project Yi Jin model mentioned under “Matters Requiring Special Attention in 2012-13”, please set out the distribution of expenditure out of the \$1 billion earmarked for the programme.

Asked by: Hon. LI Fung-ying

Reply:

The Financial Secretary proposed in his Budget Speech for 2012-13 that \$1 billion be set aside for implementing the new Yi Jin Diploma programme. Details of the expenditure are not yet available as the programme is still being developed by the Federation of Continuing Education. Based on the experience in recent years, we estimate that the sum should be sufficient to cover the Government's expenditure for the programme in the first five years of implementation.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB172

Question Serial No.

2193

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:

Regarding the establishment of an International Cuisine College, please provide:

- (a) the expected date of commencement of teaching at the College;
- (b) the estimated number of teaching staff to be employed and their sources;
- (c) the enrolments and age groups of students for the first three years;
- (d) The funding requirement and staffing arrangement in 2012-13 in relation to the planning and design work for the establishment of the College.

Asked by: Hon. PAN Pey-chyou

Reply:

In support of the Government's initiatives to promote tourism and wine trading industry and to help brand Hong Kong as a Gourmets' Paradise, Vocational Training Council (VTC) will establish an International Cuisine College (ICC) to provide high quality professional culinary training in international cuisines. ICC will also support the diversification of Hong Kong's education services in providing valuable progression pathways for youth and in-service personnel.

- (a) ICC plans to take in the first batch of students in the 2014/15 academic year.
- (b) ICC will recruit teaching professionals both locally and from overseas to deliver quality training in the array of international cuisines programmes. Distinguished master chefs will also be invited to give guest lectures and/or master class on culinary skills. In addition to recruiting overseas professional culinary teaching staff, ICC will invite overseas culinary professionals as visiting professors for demonstration, emulation and exchange in Hong Kong through its extensive network of consulates. It is estimated that about 50 additional teaching staff will be required.

- (c) While there would not be any age limit for admission into ICC, it is expected that intake into the full-time programmes would likely be Hong Kong Diploma of Secondary Education (HKDSE) graduates, secondary school leavers and senior secondary school students, whereas intake into the part-time programmes would be mostly working adults. The training places for the first three years are projected as follows:

	Programmes	No. of Planned Places		
		2014/15 academic year	2015/16 academic year	2016/17 academic year
1.	Full-time programmes	140	270	400
2.	Part-time programmes	860	1 500	1 600
	Total	1 000	1 770	2 000

- (d) Planning and design work for the establishment of ICC in 2012-13 is mainly done through internal redeployment of resources within VTC. An estimated amount of \$16.27 million will also be required for VTC to engage consultants and contractors to carry out the pre-construction works for ICC in 2012-13.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB173**

Question Serial No.

2194

Head: 156 Government Secretariat
Education BureauSubhead (No. & title):Programme: (2) Primary Education
(3) Secondary EducationControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

What were the numbers of government and aided primary and secondary schools that reduced the number of classes due to under-enrolment, and the numbers of classes reduced in the past three school years (i.e. 2009-10, 2010-11 and 2011-12) respectively? Were there any teachers whose appointment was discontinued as a result? If yes, what was the number of teachers affected? Did the Administration provide any additional support for these teachers? In 2012-13, will the Administration formulate any new measures to cut down on the number of classes to be reduced so that chances of school closure due to under-enrolment will be lowered? If yes, what are the details and estimated expenditure? If no, what are the reasons?

Asked by: Hon. PAN Pey-chyouReply:

The numbers of government and aided primary and secondary schools with reduction in the number of classes and the numbers of classes reduced due to under-enrolment in the 2009/10, 2010/11 and 2011/12 school years are as follows:

Level	Finance Type	2009/10		2010/11		2011/12	
		No. of Schools involved	No. of Classes reduced	No. of Schools involved	No. of Classes reduced	No. of Schools involved	No. of Classes reduced
Primary	Government	1	1	4	4	2	2
	Aided	21	23	51	51	24	26
Secondary	Government	7	9	5	5	4	5
	Aided	51	66	32	37	32	39

Apart from the reduction of classes, there are various reasons such as expiry of contract, change of school, subject mismatch, retirement and other personal reasons that may lead to the discontinuation of a teacher's appointment. Since we have not captured the reasons for teachers' departure, we are unable to provide the numbers of teachers whose appointment was discontinued due to reduction of classes. All along, we have rendered assistance to the redundant teachers of aided primary schools to facilitate their appointment. To minimize the impact of decline in student population, we have implemented a series of relief measures and options to facilitate the stable development of public sector schools and maintain the stability of the teaching force. Besides, we have also implemented the Early Retirement Scheme for Aided Primary and Secondary School Teachers so as to alleviate teacher redundancy. We shall continue to monitor closely the demand and supply of teachers to maintain stability among the teaching force as well as a healthy staff turnover in schools.

As the primary school student population is anticipated to become more stable in the coming years, the incidence and extent of under-enrollment should be much reduced. Therefore, we envisage that the number of primary schools that may have to cease operation under the policy on “Consolidation of Under-utilized Primary Schools” in the coming years will be very small.

For secondary schools, with the participation of more than 220 secondary schools in the Voluntary Optimisation of Class Structure Scheme whereby the number of Secondary 1 classes will be reduced in an orderly manner, the impact of student population decline on the school sector will be much mitigated in the coming few years. Furthermore, in the 2012/13 school year, there will be a slight increase in the Secondary 1 student population. Hence, territory-wide, for the coming school year, the situation of the sector should be generally stable.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 27 February 2012

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

EDB174

Question Serial No.

2195

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:

Regarding the further expansion of the School-based Educational Psychology Service, please inform us of the following:

- (a) Details of the project to implement the School-based Educational Psychology Service in local secondary schools, its current implementation and the number of schools involved;
- (b) From the 2012/13 to 2016/17 school years, how many public sector secondary schools will be covered by this project each year? What are the criteria for determining which schools will have priority in getting the service?
- (c) What is the estimated number of students to be benefited each year? How will the effectiveness of this project be assessed?

Asked by: Hon. PAN Pey-chyou

Reply:

- (a) Under the School-based Educational Psychology Service (SBEPS), one educational psychologist (EP) serves six to ten schools. The EPs pay regular visits to schools to provide comprehensive service at the school system, teacher support and student support levels. Specifically, they provide assessment and intervention for students, training for parents, consultation and professional development for teachers, as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In the 2011/12 school year, 228 public sector secondary schools are receiving the SBEPS.
- (b) In the 2012/13 school year, it is anticipated that 30 to 40 additional secondary schools will be provided with the SBEPS. SBEPS will be extended progressively to cover all public sector secondary schools (i.e. about 170 schools) by the 2016/17 school year. Before full implementation, we will give priority to the more needy schools, such as those with a larger number of students with special educational needs and schools with high risk cases, etc.
- (c) The SBEPS covers remedial, preventive and developmental work that benefits directly or indirectly all students of the schools receiving the service. To evaluate the effectiveness of the SBEPS, we will conduct quality assurance visits to schools, and conduct review meetings with the EPs and school sponsoring bodies providing the service. We will also scrutinize the work plans and progress reports submitted by the EPs and collect feedback from different stakeholders.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB175

Question Serial No.

0880

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 136 of the 2012-13 Budget Speech, the Financial Secretary stated that since the relaxation of the restrictions on non-local students to stay in or return to Hong Kong in May 2008, more than 15 000 applications have been approved for further studies in Hong Kong. In this connection, will the Administration provide details with breakdown by the number of the approved student applicants, the nationalities of the student applicants and the subjects the applicants have enrolled? Will the Administration also inform the Committee of whether the policy will be timely reviewed to “further promote the internationalisation of our higher education”? If yes, please provide details. If no, please explain the reasons for that?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

As part of our efforts to internationalise the higher education sector so as to further promote Hong Kong as a regional education hub, we implemented in 2008 a basket of measures, including but not limited to allowing non-local students to stay (or return to) and work in Hong Kong without any condition for 12 months after graduation, i.e. the Immigration Arrangements for Non-local Graduates (IANG).

More than 15 000 applications have been approved under IANG since its implementation in May 2008.

Statistics on Applications Approved under IANG

	Mainland Students	Non-Mainland Non-local Students	Total
May to December 2008	2 658	100	2 758
2009	3 237	130	3 367
2010	3 755	221	3 976
2011	4 971	287	5 258
January 2012	131	11	142
Total	14 752	749	15 501

The Administration does not maintain statistics on (a) the nationality breakdown of non-Mainland non-local students approved under IANG, and (b) the subjects in which the successful applicants have enrolled.

The Administration will from time to time review the existing policy and measures in relation to the development of Hong Kong as a regional education hub, including IANG.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 27 February 2012 _____

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

EDB176

Question Serial No.

0881

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 136 of the 2012-13 Budget Speech, the Financial Secretary has stated that “to further promote the internationalisation of our higher education, the Education Bureau will explore long-term goals and strategies in this respect and implement relevant measures to foster collaboration among institutions”. In this connection, will the Administration provide details of these goals and whether it means changes to the number of UGC-funded places provided? If so, please provide details. Also, will the Administration provide details of the measures and the additional cost and manpower resources incurred in fostering collaboration among institutions?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

To further promote Hong Kong as a regional education hub, we will continue our efforts to internationalise and diversify the higher education sector for the benefit of local students and Hong Kong as a whole. Internationalisation enriches campus life and the academic experience of both local and non-local students, which is conducive to strengthening the competitiveness of our younger generation.

In its report on “Aspirations for the Higher Education System in Hong Kong”, the University Grants Committee (UGC) has made a number of recommendations on further promoting internationalisation across the UGC-funded sector. The Education Commission (EC) has also established a working group (WG) to advise the Administration on the development of education services in Hong Kong. It has submitted the final report (ECWG report) with a number of recommendations on developing Hong Kong as a regional education hub as well as fostering internationalisation of our post-secondary education sector. The Administration is now considering the recommendations of the UGC’s report and ECWG report with a view to exploring the long-term goals and strategies for implementation.

On this front, the Administration will establish an Internationalisation Forum to consider strategy, foster collaboration and share good practices on internationalisation. Resource requirements, if any, will be examined as we work out the implementation details.

Signature _____

Name in block letters _____

Mrs Cherry Tse

Post Title _____

Permanent Secretary for Education

Date _____

27 February 2012

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

EDB177

Question Serial No.

0882

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:

As mentioned in paragraph 137 of the 2012-13 Budget Speech, the Financial Secretary has stated that 5 000 additional international school places are expected to be available in the next few years with four international schools on greenfield sites coming on stream. In this connection, will the Administration provide details with breakdown by the number of school places in kindergarten, primary schools and secondary schools out of the additional 5 000 international school places; the timetable when the school places will be available; and whether it has evaluated if the additional school places will meet the market demand of the international places with consideration of the affordability of the Non-Chinese speaking families? If yes, please provide details?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The estimated provision of the 5 000 additional school places with breakdown by level (i.e. primary level (including reception class as appropriate) and secondary level) and by year is set out at Annex.

We commissioned a study which aims, amongst others, to stock-take the existing provision of international school places and project future demand and supply. The findings of the study will provide insight on whether and how the provision of international school places meets the demand and on the support measures for the international school sector in the long run.

International schools that have been allocated greenfield sites or vacant school premises are required to set aside a certain sum of income from school fees to provide scholarship or other financial assistance for deserving students. Other than international schools, public sector schools and other schools are open to Non-Chinese speaking children.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

Additional international school places

School Year	2011/12		2012/13		2013/14 and beyond	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
	90	210	280	620	1 400	2 200
<i>Sub-total</i>	300		900		3 600	
<i>Total</i>	4 800					

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

EDB178

Question Serial No.

0883

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:

As mentioned in paragraph 137 of the 2012-13 Budget Speech, the Financial Secretary has proposed to continue to support in-situ expansion of individual international schools or allocate suitable vacant school premises to them for short-term use. In this connection, will the Administration provide details of the costs and manpower involved in the expansion programme, and details of the number and location of suitable vacant school premises for short-term uses, and the number of international school places expected to provide?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

To facilitate in-situ development of international schools, we have approved applications from seven existing schools for using vacant school premises as temporary decanting campuses between 2009-10 and 2011-12. We are processing two other applications. The number and location of these vacant school premises are set out at Annex. It is expected that around 3 000 places have been provided or will be provided in these vacant school premises. International schools concerned will fully finance the conversion or renovation works at these premises by private funds and such works do not involve government funding.

Facilitating and supporting expansion of international schools is overseen by a Deputy Secretary, a Principal Assistant Secretary, an Assistant Secretary and a Senior Executive Officer in the Education Bureau, amongst their other duties.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

**Approved application for using vacant school premises
as temporary decanting campuses between 2009-10 and 2011-12**

	Name of the school	Location
1	International Montessori School	Tin Hau Temple Road, Eastern
2	Singapore International School	Oi Kwan Road, Wanchai
3	Hong Kong Academy	Ka Wai Man Road, Kennedy Town
4	Kellett School	Shaukeiwan Road, Shaukeiwan
5	Carmel School	
6	Christian Alliance P. C. Lau Memorial International School	Tong Yam Street, Shamshuipo
7	Kowloon Junior School	Gillies Avenue South, Hung Hom
8	Hong Kong Japanese School*	Clear Water Bay Road, Kwun Tong
9	Hong Kong International School*	Yue Wan Estate, Chai Wan

- * In-principle policy support has been given to these two applications. The use of the vacant school premises is subject to fulfilling other requirements as stipulated by the relevant authorities which oversee the land use of the site on which the premises are located.

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

EDB179

Question Serial No.

0884

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 138 of the 2012-13 Budget Speech, the Financial Secretary stated that more sites as appropriate shall be considered having regard to the development of the self-financing degree programmes. In this connection, will the Administration provide details of factors considered in determining sites appropriate for the development of self-financing degree programmes? With the two sites launched in 2010, and another two in 2011, will the Administration provide details of the timetable for the launch of self-financing degree programmes and of the number of self-financing degree school places that will be created?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

To facilitate the development of the self-financing post-secondary sector, we have been actively identifying sites suitable for the development of college premises. We take into account a wide range of factors in identifying suitable sites such as the size of prospective sites, developable areas, accessibility particularly in relation to public transport and other planning considerations.

In 2010, we granted two sites in Ho Man Tin and Siu Lek Yuen to The Open University of Hong Kong (OUHK) and Hang Seng School of Commerce (HSSC) for the operation of Hang Seng Management College (HSMC) respectively. According to institutions' development proposals, OUHK and HSMC plan to put their new campuses into operation in the 2013/14 academic year. OUHK plans to offer six degree programmes and one higher diploma programme at the new campus, which may serve up to 2 400 students. Separately, HSMC proposes to offer two sub-degree programmes and four degree programmes at the new campus, which may serve up to 1 500 students.

We are also inviting applications for another two sites in Tseung Kwan O and Chai Wan for the development of self-financing degree programmes, and the deadline for application is 24 February 2012. The timetable for launch of the programmes and number of places to be provided would depend on the development plans of the successful applicants.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB180

Question Serial No.

0885

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:

As mentioned in paragraph 166 of the 2012-13 Budget Speech, the Financial Secretary has stated that “there are calls from the community for free pre-primary education”. In this connection, will the Administration inform the Committee of the reasons for not implementing free pre-primary education, and of details of the expected costs and manpower resources incurred? Please also provide details of ways for enhancing the quality of pre-primary education.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

Government's policy on kindergarten (KG) education is premised on two fundamental considerations, viz. to make KG education affordable and to induce quality enhancement. The Pre-primary Education Voucher Scheme (PEVS) introduced with effect from the 2007/08 school year (sy) helps to achieve these two objectives. Local KGs joining the PEVS must meet eligibility criteria relating to tuition fee levels, professional qualification of the teaching force, and satisfactory performance in the quality review. All these criteria aim to safeguard and promote the quality of education without prejudicing the diversity and vitality that market forces currently bring to the sector. Entitlement to the voucher is non-means-tested and the existing voucher value at \$16,000 per student per annum represents more than 80% of the current average tuition fee of a half-day place. Students from needy families are also eligible for means-tested fee remission. Over 80% of KG students are currently benefiting from the PEVS. The strong commitment of the Government towards the KG sector can be reflected by the rise in Government expenditure on this sector, from \$992.9 million in the 2006-07 (prior to the introduction of the PEVS) to \$2624.7 million in 2011-12, representing a 164% increase. The Education Commission's Working Group Report on Review of the PEVS submitted to the Administration in December 2010 confirmed the merits of the PEVS and recommended various improvement measures such as mechanisms for periodic adjustment to the voucher values and tuition fee caps in addition to enhancing support for needy families. We are aware of the calls for making KG education free similar to the arrangements for the primary and secondary school sectors. Notwithstanding the many structural and systemic issues associated with this (such as hardware, district distribution of school places and implications for an equitable allocation system, etc.), we shall continue to communicate with the stakeholders and different sectors, and examine the various implications with a view to sustaining the development of quality pre-primary education. Hence, we do not have the estimated costs and manpower resources for implementation free pre-primary education at this stage.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB181

Question Serial No.

0886

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:

As mentioned in paragraph 165 of the 2012-13 Budget Speech, over 80 per cent of kindergarten parents choose to enroll their children in schools participating in the Pre-primary Education Voucher Scheme which was launched in the 2007/08 school year to provide direct subsidy for parents. In this connection, will the Administration inform this Committee whether it has conducted a review of the scheme in evaluating its effectiveness in facilitating “diversified development in pre-primary education”? If so, please provide the details. Will the Administration provide details of the reasons of the remaining 20% of kindergarten parents who choose not to enroll their children in schools participating in the scheme, and whether the 80% participation rate in the scheme is in line with any international examples with similar scheme implemented? If yes, please provide the details. If the participation rate is comparatively lower, please explain the ways it has considered in enhancing the participation rate.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Pre-primary Education Voucher Scheme (PEVS) introduced with effect from the 2007/08 school year (sy) provides direct subsidy to parents to enhance choice of kindergarten (KG) education services for their children. In its report on review of the PEVS published in December 2010, the Education Commission (EC)’s Working Group (WG) observed that KGs in Hong Kong had been providing a range of services to meet the varied demands of the families, and such a diversity of services might not have been possible if KGs had been subject to the regulations of the subvention sector. We have not conducted a survey on reasons of those families not choosing to enroll their children in the PEVS-KGs. Generally speaking, parents make their choice with reference to factors such as the school mission, location, curriculum type, their perception of the management style and teaching and learning of the KG, whether the KG is half-day or whole-day and whether the parents wish the siblings to be studying in the same KG, etc. The PEVS aims to enhance parental choice and quality development of kindergarten education while capitalising on the vitality and vibrancy of the market operation of the KG sector. Though we have no readily available international examples relevant for a comparison, the participation rate in the PEVS has been steady since its introduction. Government policy is that no children should be deprived of kindergarten education due to the lack of financial means. Pursuant to EC’s WG report, improvement measures have been introduced starting from the 2011/12 school year to further enhance financial support for kindergarten education for the needy families. We shall keep track of development with a view to seeking continuous improvement.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB182

Question Serial No.

0887

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 169 of the 2012-13 Budget Speech, the \$2.5 billion Self-financing Post-secondary Education Fund to offer scholarships to students and provide support to institutions to enhance the quality of education was set up in November 2011. In this connection, will the Administration inform this Committee the ratio of the fund that was earmarked for scholarships offered to students and the ratio of that to institutions? Will the Administration provide details of the number of students who will be benefited from the scholarships and whether it has considered any review in evaluating the effectiveness of the Fund? If yes, please specify the timetable for implementation. If not, please explain the reasons for that.

Asked by: Hon. SHEK Lai Him, Abraham

Reply:

The Self-financing Post-secondary Education Fund serves as seed money to generate stable investment income to provide scholarships and support worthwhile initiatives and schemes that aim to enhance the quality of self-financing post-secondary education. The Fund mainly includes: (i) the Self-financing Post-secondary Scholarship Scheme (SPSS); the Quality Enhancement Support Scheme (QESS); and the Quality Assurance Support Scheme (QASS). As an indicative reference, assuming a 5% annual return on the investment, the Fund will generate investment income of \$125m each year to be allocated to the three schemes on the following basis:

<u>Scheme</u>	<u>Estimated annual expenditure (\$ million)</u>
SPSS	50
QESS	50
QASS	25

The actual amount to be allocated to each scheme is decided by the Steering Committee of the Fund and may vary each year, depending on the investment income of the Fund and the actual needs of the sector. For the 2011/12 academic year, the SPSS has allocated around \$36 million for about 1 300 students with outstanding performance and best academic progress.

The 2012-13 Budget has proposed an injection of \$1 billion into the Fund to enable the setting up of more scholarships and awards to give recognition to more students with outstanding academic performance or remarkable achievements in other areas such as sports, fine art, science and technology and community services. This will encourage their all-rounded development and pursuit of excellence. Details of the schemes and implementation will be determined by the Steering Committee in consultation with the sector. The Fund is a newly established initiative. Review of the Fund will be made in due course after the schemes are fully implemented.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 20 February 2012

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

EDB183

Question Serial No.

0889

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:

Under "Matters Requiring Special Attention in 2012-13", the Government will enhance student guidance service through the provision of a top-up student guidance service grant to public sector primary schools. In this connection, will the Administration provide details of the top-up student guidance service grant, and of the number of students who is expected to be benefited under the grant? Will the Administration also provide the total estimated additional expenditure on manpower and resource and of ways on how the Service will be evaluated with its effectiveness?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Education Bureau (EDB) has implemented the Comprehensive Student Guidance Service in all primary schools since the 2002/03 school year with a view to helping schools establish a system to provide school-based, holistic and integrated guidance service. Resources for student guidance service (SGS) have been provided for primary schools in the form of student guidance officer/teacher or SGS Grant. To further enhance SGS in primary schools, the Chief Executive announced in his 2011-12 Policy Address that a top-up SGS grant would be provided for public sector primary schools as from the 2012/13 school year. For schools with at least 18 classes, in addition to one student guidance officer/teacher/SGS Grant, an amount of \$15,000 will be provided for each class starting from the 18th class. For schools with fewer than 18 classes, in addition to half a student guidance officer/teacher/SGS Grant, an amount of \$15,000 will be provided for each class starting with the fifth class. The schools may employ additional student guidance personnel on full-time or part-time basis or hire non-governmental organisations to run additional student guidance programmes and group service for students to supplement and complement their prevailing services.

All students in public sector primary schools with five classes or more will benefit under this initiative. Primary schools with less than five classes will continue to be served by the EDB's student guidance officers. The total estimated expenditure for the top-up grant in the 2012/13 school year is about \$58 million. To monitor the implementation of SGS, the EDB will collect and analyse information about the student cases handled and guidance programmes conducted in schools. Schools are also required to conduct self-evaluation annually on the implementation of SGS and prepare evaluation reports, which will be scrutinised during advisory school visits. Professional advice, support and intervention will be rendered to the schools as appropriate.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB184

Question Serial No.

0890

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:

Under "Matters Requiring Special Attention in 2012-13", the Government will further expand the School-based Educational Psychology Service with the target of covering all public sector primary and secondary schools. In this connection, will the Administration inform this Committee of details of the current number of primary and secondary schools using the Service and the location of these schools, and of the additional number of schools that will be covered under the Service? Will the Administration also provide the total estimated additional expenditure on manpower and resources incurred with the expansion of the Service, with breakdown by the number of civil servant and non-civil service contract posts, ranks, post titles and salary of each post required?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

In the 2011/12 school year, 234 primary schools and 228 secondary schools in the public sector are receiving School-based Educational Psychology Service (SBEPS). The location of these schools is summarised in the table below:

Region	Primary School	Secondary School	Total
Hong Kong	33	35	68
Kowloon	93	76	169
New Territories East	46	47	93
New Territories West	62	70	132
TOTAL	234	228	462

SBEPS will be extended progressively to cover all public sector secondary and primary schools by the 2016/17 school year. It is anticipated that an additional number of about 220 primary schools and 170 secondary schools will be provided with the SBEPS upon full implementation.

To achieve the above target, 22 additional civil service educational psychologist (EP) posts (including 21 at Specialist I rank and one at Senior Specialist rank) will be created in the Education Bureau and 19 additional non-civil service EP posts (equivalent to Specialist I rank) will be provided in the aided sector by the 2016/17 school year. The existing salary scale of Specialist I is from \$53,060 to \$80,080 per month and that of Senior Specialist is from \$82,975 to \$95,595 per month. The additional expenditure upon full implementation is about \$36 million per year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB185

Question Serial No.

0891

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:

Under "Matters Requiring Special Attention in 2012-13", the Administration will provide additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject in the initial years. In this connection, will the Administration provide details of the support and of the total estimated additional expenditure on manpower and resources, with a breakdown in the number of civil/non-civil service contract posts, ranks, post titles and salary of each post created? If no posts will be created, what alternative measures will the Administration consider to take?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

It is an established practice that accompanying the implementation of new subjects and/or major changes in the curriculum will be support measures such as a series of focused and structured professional development programmes, production of learning/teaching resources and other related support targeted at the school and/or teacher levels. The implementation of the Moral and National Education (MNE) curriculum will be no exception though the details will be considered holistically when we deliberate the recommendation on the Curriculum Guide on MNE to be submitted by the Curriculum Development Council. For estimate purposes, we have, based on the past experience in implementing new curriculum guides of core subjects, earmarked a total provision of approximately \$500 million for 2012-13 for the implementation of the MNE curriculum. The requirement for additional manpower resources, if any, by the Education Bureau for implementing these measures is subject to the above-mentioned deliberation and is currently not available.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB186

Question Serial No.

0892

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:

Under "Matters Requiring Special Attention in 2012-13", the Government will continue to enhance the learning and teaching 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. In this connection, will the Administration provide details of any assessment of the effectiveness of the reduction in class size. If it has not conducted any assessment, please specify details of the timetable for implementation? Will the Government also inform this Committee if the reduction of class size to 15 students per class is in line with overseas practice. If yes, please provide details and the factors the Administration has considered in deciding to reduce the class size to 15 students?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

In deciding to reduce the class size to 15 students per class in schools for children with mild intellectual disability (MiID schools), the Education Bureau had considered the special educational needs (SEN) of the students and the existing provision of teaching and non-teaching specialist staff and other resources available in the schools in the light of the curriculum, learning and teaching as well as counselling needs of the students. The initiative, which aims to enhance the learning and teaching support for these schools, has been widely accepted by the special school sector. Under the School Development and Accountability framework, the schools are required to include their school-based measures on enhancing the quality of learning and teaching in a smaller class in their Annual School Plans and School Reports to keep stakeholders informed of their progress and effectiveness. As individual countries/regions have their own policy and school system regarding SEN and their definition of disability categories or student placement mechanism may vary, a direct comparison with the experience in other countries may not be appropriate.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB187

Question Serial No.

0893

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:

Under "Matters Requiring Special Attention in 2012-13", the Government will plan and design the establishment of an International Cuisine College for training quality manpower in international culinary art. Will the Administration inform this Committee of the expected time for the establishment of the College, the number of student intakes per year and of the total estimated expenditure on manpower and resources?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

In support of the Government's initiatives to promote tourism and wine trading industry and to help brand Hong Kong as a Gourmets' Paradise, Vocational Training Council (VTC) will establish an International Cuisine College (ICC) to provide high quality professional culinary training in international cuisines. ICC will also support diversification of Hong Kong's education services in providing valuable progression pathways for youth and in-service personnel. ICC plans to take in the first batch of students in the 2014/15 academic year, and aims to offer about 2 000 training places upon full implementation (about 400 full-time places for secondary school leavers and 1 600 places for in-service personnel).

The capital cost for the construction of a new ICC campus is estimated to be about \$500 million at 2011 prices. It includes costs for site formation, foundation, building and construction, building services installations, as well as furniture and equipment.

The recurrent expenditure for the operation of ICC is estimated to be about \$50 million per annum, \$41 million of which would be met by Government subventions. It covers staff salaries, administrative costs, repair and maintenance fees and other operating expenses.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB188

Question Serial No.

0894

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 "Matters Requiring Special Attention in 2012-13", the government will conduct a pilot project on industry attachment programmes for students pursuing Higher Diploma and Diploma in Vocational Education programmes with a view to enhancing their practical skills and employability. In this connection, will the Administration provide details of the implementation timetable of the project, the number of students the project will benefit, and its total estimated cost in terms of manpower and resources involved?

Asked by: Hon. Shek Lai-him, Abraham

Reply :

To further enhance the practical skills and employability of Vocational Training Council's students pursuing Higher Diploma (HD) and Diploma in Vocational Education (DVE) programmes, a pilot project on industry attachment will be implemented in the 2012/13 and 2013/14 academic years. The pilot project aims at preparing students for work by providing them with work-integrated learning experiences.

Under the pilot project, industry attachment will be formally included as a component (at least 90 hours) in the enriched curricula of the new HD programmes designed for Secondary 6 leavers from the 2012/13 academic year. DVE students will also be encouraged to gain exposure through industry attachment. Industry attachment could be arranged in many forms, including attachment in industries specific to programmes of study or workplace experience in industry-based projects, or structured or generic experiential learning experience in the workplace.

It is estimated that about 9 500 students (8 000 HD students and 1 500 DVE students) will benefit in each of the 2012/13 and 2013/14 academic year. Additional resources of about \$43 million will be required in the financial year from 2012-13 to 2014-15 to cover the staff cost for the planning and coordination of the programme, conducting visits to the workplace and coaching for students, post-attachment reviews and experience sharing amongst students.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB189

Question Serial No.

0895

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 2012-13", the Government will plan to launch a new programme based on the Project Yi Jin model as an alternative pathway for senior secondary 3 school leavers under the new senior secondary academic structure and for adult learners to gain a formal qualification for employment and continuing education. In this connection, will the Administration provide details of its timetable for implementation and how the effectiveness of the programme shall be assessed in terms of its being recognised as a formal qualification for employment and continuing education? Also, please provide details of the total estimated cost on manpower and resources in launching the new programme.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Education Bureau is working with the Federation for Continuing Education in Tertiary Institutions on the design of a new programme based on the Project Yi Jin model to provide an alternative pathway for secondary 6 school leavers under the New Academic Structure as well as adult learners to obtain a formal qualification for the purposes of employment and further study. Subject to the funding approval of the Finance Committee, we plan to implement the new Yi Jin Diploma programme in the 2012/13 academic year.

It is intended that upon satisfactory completion of study, a student under the new programme will be awarded a full Yi Jin Diploma (YJD), which will be deemed comparable to the attainment of Level 2 standard in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education Examination. YJD is regarded as meeting the entry requirements for admission to Higher Diploma or Associate Degree programmes. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications has been requested to conduct a comparability study on the programme to ensure that the programme can attain its intended exit standard. The study also covers the quality assurance mechanism of the programme to ensure that it will be delivered in a quality manner.

The Financial Secretary proposed in his Budget Speech for 2012-13 that \$1 billion be set aside for implementing the new YJD programme. It is estimated that the sum will be sufficient to cover the Government's expenditure for the programme in the first five years of implementation. The proposed funding is mainly for reimbursement of tuition fee to eligible students. The manpower requirement for implementing the programme will be absorbed by the Administration.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 20 February 2012

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

EDB190

Question Serial No.

0896

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

Programme: (3) Secondary Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Under “Analysis of Financial and Staffing Provision” of Programme (3), there will be a net decrease of 208 posts in 2012-13 due to reduced staffing requirement and contracting out of janitor services in government secondary schools. In this connection, will the Administration provide details of the posts involved, with breakdown in the number of civil service and non-civil service posts; job titles; ranks and the salary of each post reduced? Also, will the Administration inform this Committee of details of the total costs on manpower and resources that will be saved?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The net deletion of 208 civil service posts in 2012-13 is the net result of the creation of two civil service teaching posts and reduction of 210 civil service posts (163 teaching posts and 47 non-teaching posts providing janitor services) in government secondary schools. The deletion of teaching posts is mainly due to the phasing out of secondary 7 in 2012-13 under the new senior secondary academic structure.

Arising from the net deletion of 161 teaching posts (creation of two posts and deletion of 163 posts), some \$84.6 million in terms of notional annual mid-point salary will be saved. As regards the remaining 47 non-teaching posts, we will provide government secondary schools with a lump sum equivalent to the salary savings of the deleted posts to enable them to procure janitor services to cope with their operational needs. No savings will be achieved through the contracting out of janitor services.

The breakdown of the net deletion of 208 posts by rank and mid-point salary is as follows –

<u>Rank</u>	<u>Posts to be created</u>	<u>Mid-point Salary</u>
<u>Teaching Posts</u>		
Principal II	2	\$74,110
Sub-total:	2	

<u>Rank</u>	<u>Posts to be deleted</u>	<u>Mid-point Salary</u>
<u>Teaching Posts</u>		
Principal I	-2	\$89,075
Education Officer	-50	\$59,670

Assistant Education Officer	-83	\$37,465
Senior Assistant Master/Mistress	-3	\$51,670
Assistant Master/Mistress	-8	\$39,220
Certificated Master/Mistress	-17	\$27,030
Sub-total of teaching posts:	-163	

Non-teaching Posts

Office Assistant	-2	\$11,585
Artisan	-3	\$14,010
Workshop Attendant	-7	\$11,315
Workman II	-35	\$10,450
Sub-total of non-teaching posts:	-47	

Sub-total of teaching and non-teaching posts: -210

Net Total: -208

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 27 February 2012

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

EDB191

Question Serial No.

0897

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 53 of the 2012-13 Budget Speech, \$2.5 billion will be allocated to launch the sixth Matching Grant Scheme (MGS) in the post-secondary education sector which will cover all statutory and approved post-secondary institutions. In this connection, will the Administration provide details of the package and matching principles of the sixth MGS; and whether the Administration acknowledges that the institutions' ability to raise private donations may vary, and that smaller institutions in need of financial resources will only be allocated a smaller share of matching grant which may not fulfil the Matching Fund's aim "to help institutions tap more funding sources, improve the quality of education and foster a philanthropic culture". If yes, please specify any follow-up measures the Government has considered to take in this regard. If no, please specify the timetable for implementing a review in evaluating the effectiveness of the sixth MGS?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Financial Secretary proposed in the 2012-13 Budget to allocate \$2.5 billion to launch the sixth Matching Grant Scheme (MGS) in the post-secondary education sector to help institutions tap more funding sources, improve the quality of education and foster a philanthropic culture. For the first time, the proposed sixth MGS will cover all statutory post-secondary institutions and approved post-secondary colleges to further consolidate their development. The sixth MGS will adopt broadly the basic terms and conditions of the fifth Matching Grants Scheme with suitable modifications to reflect the expansion in scope. Similar to previous rounds of the MGS, there will be terms in place (such as those on a "ceiling" and a "floor" of matching grant as well as differentiated matching ratios) to ensure that smaller or younger institutions will have a fair chance of securing grants.

The Government will consult the Legislative Council Panel on Education on the details of the sixth MGS, and will seek funding approval from the Finance Committee of the Legislative Council in the first half of 2012. Subject to funding approval, the sixth MGS will be open for application in the third quarter this year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB192

Question Serial No.

0438

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title): 913 Implementation of the third
strategy on information technology
in education

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

For the implementation of the Third Strategy on Information Technology in Education under this subhead, what are the estimated manpower and expenditures for 2012-13 and what are the programmes?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

The estimated expenditure for the implementation of the Third Information Technology (IT) in Education Strategy in 2012-13 is \$12.81 million. One of the provisions includes the continual development of a Depository of Curriculum-based Learning and Teaching Resources (the Depository) at primary and junior secondary levels (at a total of \$9.71 million). To strengthen the development of the Depository, we have engaged a total of 16 additional subject specialists and education resource officers to assist in the project. Other provisions in the year involve funding support for schools to develop innovative pedagogy on IT in education (\$0.7 million), the procurement of technical support services for schools (\$1.4 million), the provision of hotline support services on Internet safety (\$0.4 million) as well as other training events to raise parents' information literacy (\$0.6 million).

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB193

Question Serial No.

0439

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title): 944 Promotion of e-Learning in the
school sector

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

For the promotion of e-Learning in the school sector under this subhead, the revised estimated expenditure for 2011-12 is \$25.783 million and the current balance is \$8.486 million. Is the balance sufficient to cover the expenditures for the coming year? Will the Administration consider increasing provision in order to continue the promotion of e-Learning? If not, what is the reason?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

The Government has created a non-recurrent commitment of \$128 million in February 2010 for the promotion of e-Learning in the school sector. The programmes include \$68 million for launching a three-year pilot scheme on e-Learning in schools (Pilot Scheme), \$50 million as a one-off grant to schools for purchasing e-Learning resources, and \$10 million for setting up an e-platform for transactions of e-Learning resources at the Hong Kong Education City website.

Disbursement of the grants above to schools and the Hong Kong Education City has been completed in 2010-11 and 2011-12, with the actual and estimated expenditures at \$93.731 million and \$25.783 million respectively. The balance of \$8.486 million should be sufficient to cover the remaining expenditures of the three-year Pilot Scheme which will be completed by end of the 2013/14 school year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB194**

Question Serial No.

0449

Head: 156 Government Secretariat:
Education BureauSubhead (No. & title):Programme: (5) Other Educational Services and SubsidiesControlling Officer: Permanent Secretary for EducationDirector of Bureau: Secretary for EducationQuestion:

Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme in the 2011/12 school year, what are the respective numbers of kindergartens with half-day and whole-day classes? Among the students participating in the Scheme, what are the respective numbers of students attending half-day and whole-day kindergarten classes? Will the Administration consider including whole-day early childhood education into the 15-year free education system? If yes, please provide the details and timetable. If not, why?

Asked by : Hon. TAM Wai-ho, SamsonReply :

Among the non-profit-making (NPM) kindergartens (KGs) participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2011/12 school year (sy), the number of KGs with half-day (HD) and whole-day (WD) classes and the number of students attending these classes are as follows:

	KGs with HD classes only	KGs with both HD and WD classes		KGs with WD classes only
		HD	WD	
Number of KGs	140	387		224
Number of students (Note)	90 318		38 833	

Note: Provisional figures as at mid-September 2011. The figures refer to the total number of enrolment in these KGs, including students not under the PEVS. The actual number of students under the PEVS in the 2011/12 sy would be available at the end of the sy.

The Education Commission in its Working Group's (WG) report on review of the PEVS submitted to the Administration in December 2010 had considered the issue of WD early childhood education. Noting that family had the primary responsibility in meeting children's development need, the WG did not consider it appropriate to mandate WD pre-primary education programmes. The WG however considered that there should be a need to maintain the diversity of services to cater for the various needs of parents and to target support for the needy families. Pursuant to WG's recommendations, the Kindergarten and Child Care Centre Fee Remission Scheme has been improved with effect from the 2011/12 sy to provide enhanced financial support for the needy families and to support their choice of KGs. We have been listening carefully to the views advocating 15-year free education. We shall continue to communicate with the stakeholders and different sectors, and examine the various implications with a view to sustaining the development of quality pre-primary education.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB195

Question Serial No.

0450

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 estimated ratio of kindergarten teachers holding Certificate in Early Childhood Education or above in the 2012/13 school year is 92.6%, higher than the ratio of 77.7% in the 2011/12 school year. How did the Administration come up with the estimated ratio? What measures and policies will be taken to reach the target?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

The estimated increase in percentage of kindergarten (KG) teachers holding Certificate in Early Childhood Education (ECE) or above from 77.7% this school year (sy) to 92.6% in the 2012/13 sy is based on a consideration of a number of relevant indicators including the estimated number of graduates from in-service and pre-service ECE teacher training programmes, teachers with the qualification re-joining KGs and the estimated teacher wastage rate in 2012. To support KG teachers' professional upgrading, course fee subsidies up to the end of the 2011/12 sy have been provided since the introduction of the Pre-primary Education Voucher Scheme (PEVS) in the 2007/08 sy for serving KG teachers to enhance their professional qualifications. A Teacher Development Subsidy has also been provided for the PEVS KGs to employ supply teachers to relieve the workload of teachers enrolled in these certificate programmes.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB196

Question Serial No.

0736

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

Programme: (5) Other Education Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

What activities which contribute to the wider involvement in education and development of professionalism did the Administration support in 2011-12? Please give a breakdown, by each activity, of the manpower and expenditures involved. The Administration also provides subventions to the Hong Kong Education City for its services. Please provide the expenditure in 2012-13. Has the effectiveness of such subventions been evaluated? If yes, will the number of subvented organisation and the amount of subventions be further increased so as to enhance the delivery of quality education information?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

The Government attaches great importance to teachers' professional development and recognises the need to widely engage teachers for such purpose in the implementation of educational policies. Apart from supporting and collaborating with various education organisations in promoting teachers' professional development, the Education Bureau (EDB) has been encouraging the sharing of good practices, networking and exchanges with teachers/schools with an aim to cultivate a collaborative learning culture. These programmes may be conducted by EDB under different project votes, organised by education organisations using various government funds, or commissioned to teacher education institutions and non-governmental organisations, etc. It would not be possible for EDB to apportion the manpower and expenditures involved in each programme or activity because such activities are part and parcel of the work of various divisions within EDB and they are conducted with various scales and modes of operation, and diversified sources of funding.

The Government provides subvention to the Hong Kong Education City Limited (HKECL) for the delivery of quality education information and resources to schools, teachers, parents and the public through an electronic platform. In 2012-13, the estimated subvention for HKECL is \$30.823 million.

HKECL is a government-owned company. We monitor the service delivery of HKECL through the signing of a service agreement between HKECL and the Government, which sets out in detail the planning, financial control and reporting standards by HKECL to the Government, as well as a set of objective performance indicators. The set of objective performance indicators is regularly updated in line with industry standard. The website of HKECL has been one of the most popular education portals in Hong Kong receiving positive feedback from users according to its annual customer satisfaction surveys.

In the days ahead, we will continue to monitor the quality delivery of HKECL's service with a view to further engaging more stakeholders in aligning the service of HKECL with the needs of the education community. We have no plan to make similar subventions to other organisations.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 27 February 2012

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

EDB197

Question Serial No.

0737

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 subsidising primary and secondary school students to join Mainland exchange programmes, what are the estimated manpower and expenditure for 2012-13? Will the programmes be extended to cover other neighbouring countries or cities? If yes, what are the details? If no, what are the reasons? Has the Administration ever assessed the effectiveness of this measure? If yes, please provide details.

Asked by: Hon. TAM Wai-ho, Samson

Reply:

The estimated expenditure on subsidising primary and secondary school students to join Mainland exchange programme for 2012-13 is \$64.2 million, and an estimate of 4 740 teachers are expected to join their students as learning facilitators in these exchange programmes. The subsidised exchange programmes aim to deepen students' understanding of the motherland so as to enhance the promotion of national education in school. As such, there is no plan to extend the programmes to cover other neighbouring countries or cities at the moment.

Participating schools are requested to conduct reflection as well as post-activity evaluation/debriefing sessions during and after the activities. Some have also organised project learning to help students share their experience, reflect on and consolidate what they have experienced. Hitherto, schools' reports and post-activities questionnaire surveys have indicated that these programmes had helped students understand the national situation through first-hand experience and have positive effects on students' national identity.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB198

Question Serial No.

0738

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 launching a pilot exercise in public sector schools to strengthen schools' internal management and reduce teachers' administrative work, what are the details of the exercise? What is the effectiveness of the exercise? What are the estimated manpower and expenditure for 2012-13?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

The pilot project envisages a quadripartite partnership involving schools, school sponsoring bodies, non-Government personalities experienced or specialised in management and administrative matters and the Education Bureau. The project started in the 2011/12 school year with a sample of 30 public sector schools. The pilot schools are now examining their current mode of operation and practices to identify areas for improvement with a view to strengthening school administration, streamlining procedures and enhancing efficiency, thereby reducing teachers' administrative work. They are expected to submit their desired improvement proposals in March 2012 for quadripartite collaboration towards the development of fit-for-purpose systems/practices appropriate to the circumstances and needs of the relevant school sponsoring bodies and schools. Professional advice and training will be provided to the pilot schools before the improvement proposals are tried out. In addition, each pilot school will also be provided with an annual grant of about \$0.3 million for employing additional administrative staff and/or procuring necessary services, etc. to meet their specific needs in trying out the proposals.

The pilot project will continue until the end of the 2012/13 school year and the total estimated expenditure for the whole project is about \$14 million. Manpower resources for implementing the pilot project will be absorbed by the Bureau through internal re-deployment.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

Examination of Estimates of Expenditure 2012-13
**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB199

Question Serial No.

1975

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 Task Force to Review Learning and Teaching Materials chaired by the Under Secretary for Education, Mr. Kenneth Chen, recommended in 2011 that the Government should introduce competition, expand the market and provide incentives and assistance to attract more organisations interested in e-textbook production to join the market. However, the provision and the work in this respect are not mentioned in the 2012-13 Budget. In this connection, please inform us whether the Government has drawn up any initiatives in this respect, allocated resources accordingly and set a specific implementation timetable? If so, what are the details (including the application and approval mechanism)? If not, what are the reasons?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

The Education Bureau has accepted the Task Force's Report in December 2011. One of the recommendations of the Task Force is to create a conducive environment and provide incentives to attract more professionals and organisations to the market for the development of quality and reasonably-priced e-textbooks with a view to introducing healthy competition and providing users with greater choice of effective learning/teaching resources. Taking into account the Task Force's recommendation, we are now in the process of formulating measures to facilitate the development of a healthy and sustainable e-textbook market.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB200**

Question Serial No.

3084Head: 156 Government Secretariat:
Education BureauSubhead (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 EducationDirector of Bureau: Secretary for EducationQuestion:

Please provide by disability type the number of disabled students currently studying in mainstream primary and secondary schools respectively. Regarding the provision of services and support to cater for their special learning needs, what are the specific plans in 2012/13? What is the estimated expenditure?

Asked by: Hon. TAM Yiu-chungReply:

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools in the 2011/12 school year 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	8 430	780	2 320	1 950	140	40	310	1 970
Secondary	7 850	940	1 050	1 790	250	110	490	210

In the 2012/13 school year, the Government will continue to provide additional resources and professional support to schools to help them cater for the needs of students with SEN through the Whole School Approach. The additional resources include Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Professional support will also be provided on an ongoing basis through 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. We will also continue to provide the comprehensive school-based educational psychology service (SBEPS) to schools at the school system, teacher and student support levels. As announced in the 2011-12 Policy Address, the SBEPS will be extended progressively to cover all public sector primary and secondary schools by the 2016/17 school year. In the 2012/13 school year, it is anticipated that about 70 more public sector primary and secondary schools will be provided with the SBEPS.

The estimated expenditure on the above support measures in the 2012/13 school year is about \$1,016.5 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB201

Question Serial No.

3085

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 2012-13, what are the specific plans for the development and implementation of the Qualifications Framework and its related supportive measures? What is the estimated expenditure?

Asked by: Hon. TAM Yiu-chung

Reply:

In 2012-13, we have earmarked a total provision of \$102 million for the development and implementation of the Qualifications Framework (QF). This includes the funds required for providing secretariat support to the Industry Training Advisory Committees (ITACs), further developing the infrastructure of QF, and providing financial assistance to the relevant stakeholders through the enhanced QF Support Schemes.

Specifically, we will continue to work closely with the 18 ITACs to complete the development of Specification of Competency Standards (SCS) and promote their wider application in developing education and training courses and human resource arrangement. We are also exploring with stakeholders of different industries, especially the four economic pillars and six priority industries, how we may encourage more industries to join the QF. We are extending the Recognition of Prior Learning mechanism to more industries. On publicity, we will continue to step up our efforts to promote QF to the general public and key stakeholders. These include the broadcasting of Announcements in the Public Interest, organisation of exhibitions, seminars and talks, and enhancement of dedicated websites for individual industries which have set up ITACs.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

Reply Serial No.

EDB202

Question Serial No.

3086

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 2012/13 school year?
What is the total amount of subsidies for the co-located child care centres in these kindergartens?

Asked by: Hon. TAM Yiu-chung

Reply:

The information for the 2012/13 school year will only be available later this year after the commencement of the new school term. As at February 2012, there are 474 kindergartens operating with a co-located child care centre. The subsidies for the child care centre portion are as follows :

Scheme	Estimates for the 2011/12 school year (\$ millions)
Refund of rent, rates and government rent for the child care centre portion:	47
Child Care Centre Subsidy Scheme:	14

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

Reply Serial No.

EDB203

Question Serial No.

3087

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 in the total number of students by pre-primary education, primary education and secondary education for the 2011/12 school year.
- (b) What is the provision for schools designated for intensive support to cater for the needs of NCS students in the 2012/13 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 2011/12 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)	11 570	157 433	7.3%
Primary (Primary 1 - 6) (Note 4)	7 703	279 700	2.8%
Secondary (Secondary 1 - 7) (Note 4)	6 373	444 712	1.4%

Notes:

- Figures refer to the position as at September of 2011.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
- Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
- 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) To facilitate schools in assisting non-Chinese speaking (NCS) students to adapt to the local curriculum, the Education Bureau has been supporting designated schools by means of, among others, the provision of an annual grant ranging from \$300,000 to \$600,000 per school for developing school-based measures and accumulating teaching experiences for dissemination to other schools admitting NCS students. For planning purpose, we have earmarked an estimated provision of \$18.6 million for designated schools in the 2012/13 school year with an average of about \$0.56 million per school assuming that the number of designated schools will be increased to 33 by the 2012/13 school year.

A pilot scheme on Workplace Chinese Language for NCS students will be implemented in the 2011/12 school year to further support NCS students who could not attain any acceptable level in terms of Chinese proficiency under the Hong Kong Diploma of Secondary Education to meet the workplace or trade specific requirements. In tandem, we have undertaken to examine the support for NCS students, the approaches to which have included, among others, the stepping up the promotion of an early start for NCS students to learn the Chinese language for better adaptation to local primary schools, expansion of the school network for supporting NCS students and strengthening school-based professional support to schools so that more schools, in addition to the existing designated schools, would be involved in gearing up for the implementation of the Supplementary Guide to the Chinese Language Curriculum for NCS Students and catering for the diverse aspirations in academic study and career pursuit of NCS students.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB204

Question Serial No.

3088

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 the promotion of national education,

- (a) 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 organizations through the Passing on the Torch national education activities platform. Please provide the specific work plans, estimated expenditure of the programmes and number of participating students and teachers in 2012/13.
- (b) Please provide the expenditure involved in promoting national education within and outside the school curriculum of primary and secondary schools in 2011/12 and 2012/13.

Asked by: Hon. TAM Yiu-chung

Reply:

- (a) To promote national education in schools, we will continue to provide professional development programmes for teachers, develop learning and teaching resources and materials, and organise Mainland exchange programmes and interflow activities for students and teachers to enhance their understanding of the social, economic and cultural development of the motherland. The Mainland exchange programmes will be organised by the Government, as well as in collaboration with non-governmental organisations through the "Passing On the Torch" national education activities platform.

In the 2012/13 school year, the estimated expenditure for the above activities is \$73.4 million. Detailed breakdown and estimated number of student and teacher participants are as follows:

	Estimated expenditure (\$ million)	Estimated number of student participants	Estimated number of teacher participants
Professional development programmes for teachers (Note 1)	4.5	N.A.	4 140
Learning and teaching resources and materials for various subjects	12.3	N.A.	N.A.
Mainland exchange programmes and interflow activities for students and teachers (Note 2)	56.6	46 000	4 800

Note 1: Including "National Day Visit to Beijing cum Professional Development Programme" (香港教育界國慶訪京暨專業交流團), "Hong Kong Teachers Mainland Exchange Programme" (根脈相連－香港教師內地交流計劃), and Subsidy for Professional Study Courses in the Mainland (準教師專業研習班) etc.

Note 2: Including "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」國民教育活動系列之「同根同心」——香港初中及高小學生內地交流計劃), "The 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), "National Education Exchange Programme in Mainland for Senior Secondary Students" (「同行萬里」高中學生內地交流計劃), "Understanding Our Motherland Programme" (「赤子情 中國心」資助計劃) and "Award Scheme for Student Leaders of Hong Kong: National Education Course" (「香港領袖生獎勵計劃：國情教育課程」), etc.

- (b) Expenditure involved in promoting national education within and outside the school curriculum of primary and secondary schools in the 2011/12 and 2012/13 school year is tabulated as follows-

	Expenditure for 2011/12 (\$ million)	Estimated expenditure for 2012/13 (\$ million)
Primary schools	26.8	25.1
Secondary schools	60.6	48.3
Total	87.4	73.4

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB205

Question Serial No.

3089

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 percentages of schools which have yet to apply for the establishment of incorporated management committee, with a breakdown by school type and school sponsoring body?

Asked by: Hon. TAM Yiu-chung

Reply:

As at 1 February 2012, 289 aided schools operated by 46 school sponsoring bodies (SSBs) have yet to apply for the establishment of incorporated management committees (IMCs). The percentages by school type which have yet to apply for the establishment of IMCs are 37.9, 33.2 and 15 respectively for aided primary, secondary and special 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: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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
 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
 CHAN SUI KI (LA SALLE) PRIMARY SCHOOL
 CHEUNG CHAU SACRED HEART SCHOOL
 CHINESE METHODIST SCHOOL (NORTH POINT)
 CHINESE METHODIST SCHOOL, TANNER HILL
 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
 FR. CUCCHIARA MEMORIAL SCHOOL
 GOOD COUNSEL CATHOLIC 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
 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
 KOWLOON TONG BISHOP WALSH CATHOLIC 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 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
NORTH POINT METHODIST PRIMARY SCHOOL
OBLATE PRIMARY SCHOOL
OUR LADY OF CHINA CATHOLIC PRIMARY SCHOOL
PAK TIN CATHOLIC PRIMARY SCHOOL
PING SHEK ESTATE CATHOLIC PRIMARY SCHOOL
PO YAN OBLATE 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
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 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
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
TAI KOK TSUI CATHOLIC PRIMARY SCHOOL
TAI KOK TSUI CATHOLIC PRIMARY SCHOOL (HOI FAN ROAD)
TAI PO METHODIST SCHOOL
TAK SUN 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
TSZ WAN SHAN CATHOLIC PRIMARY SCHOOL
TSZ WAN SHAN ST BONAVENTURE CATHOLIC PRIMARY SCHOOL
WONG TAI SIN CATHOLIC PRIMARY SCHOOL
YAN TAK CATHOLIC PRIMARY SCHOOL
YAUMATI CATHOLIC PRIMARY SCHOOL
YAUMATI CATHOLIC PRIMARY SCHOOL (HOI WANG ROAD)

Aided Secondary Schools

ABERDEEN TECHNICAL 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
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
HEEP YUNN SCHOOL
HOLY CARPENTER SECONDARY SCHOOL
HOLY FAMILY CANOSSIAN COLLEGE
HOLY TRINITY COLLEGE
HONG KONG SHENG KUNG HUI BISHOP HALL SECONDARY SCHOOL
HONG KONG TANG KING PO COLLEGE
IMMACULATE HEART OF MARY COLLEGE
KIT SAM LAM BING YIM SECONDARY 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
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
NOTRE DAME COLLEGE
OUR LADY OF THE ROSARY COLLEGE
OUR LADY'S COLLEGE
PO CHIU CATHOLIC SECONDARY SCHOOL
POPE PAUL VI COLLEGE
PRECIOUS BLOOD SECONDARY 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 METHODIST CHURCH HONG KONG WESLEY COLLEGE
THE METHODIST LEE WAI LEE COLLEGE
TIN SHUI WAI METHODIST COLLEGE
TUEN MUN CATHOLIC SECONDARY SCHOOL
TUNG CHUNG CATHOLIC SCHOOL
VALTORTA COLLEGE
WA YING COLLEGE
WAH YAN COLLEGE, HONG KONG
WAH YAN COLLEGE, KOWLOON
YU CHUN KEUNG MEMORIAL COLLEGE
YU CHUN KEUNG MEMORIAL COLLEGE NO. 2
YUEN LONG CATHOLIC 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
MARY ROSE SCHOOL
MARYCOVE 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
ANGLICAN (HONG KONG) PRIMARY SCHOOLS COUNCIL LIMITED	Aided Primary	46
	Aided Secondary	0
	Aided Special	0
	Total	46
ANGLICAN (HONG KONG) SECONDARY SCHOOLS COUNCIL LIMITED	Aided Primary	0
	Aided Secondary	23
	Aided Special	0
	Total	23
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
	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

Name of Sponsoring Body	School Type	Not yet apply
HKCLC EDUCATION INSTITUTE COMPANY LIMITED	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
HONG KONG ANGLICAN CHURCH	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	Total	1
HONG KONG PROVINCE FRANCISCAN MISSIONARY SISTERS OF OUR LADY OF SORROWS	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	Total	2
LES SOEURS MISSIONNAIRES DE L'IMMACULEE CONCEPTION	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
	Total	1
MIU FAT BUDDHIST MONASTERY	Aided Primary	0
	Aided Secondary	2
	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

Name of Sponsoring Body	School Type	Not yet apply
THE CATHOLIC DIOCESE OF HONG KONG	Aided Primary	52
	Aided Secondary	26
	Aided Special	0
	Total	78
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	0
	Aided Secondary	1
	Aided Special	0
	Total	1
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 HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
THE METHODIST CHURCH, HONG KONG	Aided Primary	11
	Aided Secondary	8
	Aided Special	0
	Total	19
THE MINISTER IN HONG KONG OF THE ORDER OF FRIARS MINOR	Aided Primary	3
	Aided Secondary	2
	Aided Special	0
	Total	5
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 OF THE GOOD SHEPHERD OF ANGERS AT HK	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	Total	1

Name of Sponsoring Body	School Type	Not yet apply
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	3
	Aided Secondary	1
	Aided Special	0
	Total	4
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 VISITOR IN HONG KONG OF THE INSTITUTE OF THE MARIST BROTHERS (THE SCHOOLS)	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	Total	2
Total		289

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

EDB206

Question Serial No.

Head: 156 Government Secretariat:
Education Bureau

Subhead (No. & title):

3090

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 2012/13 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 estimated expenditure for the School-based After-school Learning and Support Programmes (Programme) in the 2012/13 school year is \$208 million. The administration of the Programme 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 Programme in individual schools and on a district basis. The relevant manpower resources and expenses are subsumed in the overall expenditure of the EDB and a breakdown of expenditure by item and school type is not available.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB207

Question Serial No.

3094

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 2011/12 school year.

Asked by: Hon. TAM Yiu-chung

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 2011/12 school year* are as follows:

	Primary schools (Government and aided)	Secondary schools (Government, aided and caput)
Degree holders	16 700	25 100
Graduate teachers	7 000	19 800

The wastage rates of teachers in government, aided and caput schools for the 2011/12 school year* are as follows:

	Primary schools (Government and aided)	Secondary schools (Government, aided and caput)
Trained teachers	4.7%	3.7%
Untrained teachers	21.2%	10.8%
Graduate teachers	3.5%	3.4%
Non-graduate teachers	6.2%	5.9%

Note: Wastage rate refers to the percentage of teachers of the previous school year who did not serve / are projected not to serve in schools in the 12-month period prior to mid September of the respective school years.

* Provisional figures

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB208

Question Serial No.

3095

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 2010/11 and 2011/12 school years, what were the numbers of teachers who had received special education training? What were their percentage shares in the total numbers of teachers? What were the resources involved in providing the training?

Asked by: Hon. TAM Yiu-chung

Reply:

In the 2010/11 to 2011/12 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:

	2010/11 (Revised Estimate)	2011/12 (Estimate)
Number of Teachers with Special Education Training	11 103	12 815
Percentage Share in Total Number of Teachers	25.3%	28.5%
Provisions (\$ million)	56.4	68.5

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB209

Question Serial No.

3096

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:

Please give a breakdown of the teacher-student ratios of various vocational education programmes offered in the 2010/11 and 2011/12 academic years.

Asked by: Hon. TAM Yiu-chung

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. The overall student-to-teacher ratio of VTC's member institutions (including the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, Youth College, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, Maritime Services Training Institute and Pro-Act Training and Development Centres) is about 20.5:1 and 20.2:1 in the 2010/11 and 2011/12 academic years respectively.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 22 February 2012

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

EDB210

Question Serial No.

3097

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 number of free senior secondary classes, the number of students and the student unit cost for the 2011/12 school year by types of special schools.

Asked by: Hon. TAM Yiu-chung

Reply:

The number of free senior secondary classes and enrolments, and the unit cost per school place by types of special schools in the 2011/12 school year is as follows:

School Type	2011/12 School Year		
	No. of Senior Secondary Classes	Enrolment in Senior Secondary Classes (as at 15 September 2011)	Average Unit Cost per School Place #
Visual Impairment ^	2	17	\$245,500
Hearing Impairment	7	54	\$221,000
Physical Disability	27	233	\$230,000
School for Social Development	18	191	\$125,000
Mild Intellectual Disability	61	1040	\$122,500
Moderate Intellectual Disability	67	575	\$198,500
Severe Intellectual Disability	36	240	\$263,000

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

^ There are two 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 and facilitate students to integrate at appropriate levels in mainstream schools.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB211

Question Serial No.

3098

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

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

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Please provide the respective number of primary and secondary students in the 2011/12 school year both of whose parents are not Hong Kong permanent residents, and the respective number of these students studying in primary and secondary schools in each of the 18 districts in Hong Kong. Has the Administration provided any special support service to these students to help them adapt to Hong Kong's education system? If so, what are the specific measures and the expenditure involved? If not, what are the reasons? Also, what is the expected number of these students in the 2012/13 school year? What is the Administration's total estimated expenditure (including the expenditure for the provision of school places and the expenditure for a series of support services) in relation to these students?

Asked by: Hon. TAM Yiu-chung

Reply:

We have not collected information on the resident status of the parents of students and therefore cannot provide the breakdown of the number of students whose parents are not Hong Kong permanent residents, both for the actual figures and the projected figures. We will make reference to the school-age population projections, which are compiled based on the population projections updated regularly by the Census and Statistics Department (C&SD) in estimating the future demand for public sector primary and secondary school places. The projected total population released by C&SD has taken into account the projected number of babies born in Hong Kong to Mainland women and the assumed time and rate of return of these babies. The actual numbers of such babies who would settle in Hong Kong are difficult to be predicted accurately, and an assumed across-the-board return rate is applied to all birth cohorts for the purpose of long-term projections only, rather than projecting their exact number in a particular year. In terms of education planning, we will also take into account the actual number of students at various levels at present and the latest demographic changes (including the numbers of newly arrived-children from the Mainland and the cross-boundary students).

Regardless of the permanent residence status of the parents, students eligible for receiving education in public sector schools will enjoy the same educational support services as those of our local students. If the concerned students are newly-arrived children, they may choose to attend the six-month full-time "Initiation Programme", or attend the "Induction Programme" run by non-governmental organisations in addition to the various school-based programmes run by the respective schools using the "School-based Support Scheme Grant", which help these children integrate into the local education system.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 23 February 2012

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

EDB212

Question Serial No.

1500

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:

As the number of cross-boundary students has been increasing and will continue to increase in the near future, has the Administration considered increasing the number of quotas for these students and the criteria adopted in this regards? Is there an implementation timetable?

Asked by: Hon. TONG Ka-wah, Ronny

Reply:

Allocation of the special quotas to the cross-boundary school buses was made according to the applications received and the handling capacity of each control point. Each year, we will review the provision of cross-boundary school bus services having regard to the actual demand and operation of the services. Depending on the need, we will discuss with the relevant Guangdong authorities on the number of special quotas required for cross-boundary school buses for the following school year. Normally, application for special quotas for cross-boundary school buses will be invited in May and the approval announced in July each year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB213**

Question Serial No.

0476

Head: 156 Government Secretariat: Subhead (No. & title): 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: Regarding the employment of non-civil service contracts (NCSC) staff, please provide the following information:

	2012-13	2011-12	2010-11
Number of NCSC staff	()	()	()
Distribution of posts taken up by NCSC staff			
Salary expenditure for NCSC staff	()	()	()
Monthly salaries of NCSC staff			
- \$30,001 or above	()	()	()
- \$16,001 to \$30,000	()	()	()
- \$8,001 to \$16,000	()	()	()
- \$6,501 to \$8,000	()	()	()
- \$5,001 to \$6,500	()	()	()
- \$5,000 or below	()	()	()
- Number of staff with monthly salaries below \$5,824	()	()	()
- Number of staff with monthly salaries between \$5,824 and \$6,500	()	()	()
Length of employment of NCSC staff in years			
- 5 years or above	()	()	()
- 3 to 5 years	()	()	()
- 1 to 3 years	()	()	()
- less than 1 year	()	()	()
Number of staff converted to civil servants	()	()	()
Number of staff failed to be converted to civil servants	()	()	()
Percentage of NCSC staff in the total number of staff in the Bureau	()	()	()
Percentage of payment for NCSC staff in the total staff costs of the Bureau	()	()	()

Number of staff with paid meal time	()	()	()
Number of staff without paid meal time	()	()	()
Number of staff working 5 days a week	()	()	()
Number of staff working 6 days a week	()	()	()

Figures in () denotes year-on-year changes

Asked by: Hon. WONG Kwok-hing

Reply:

The majority of 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 are at the **Annex** attached.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

Employment of NCSC Staff in Education Bureau

		2011-12 ^{Note 1}		2010-11 ^{Note 1}	
Number of NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters
		886 (+5.85%)	352 (+2.03%)	837	345
	Total	1 238 (+4.74%)		1 182	
Nature of work performed by NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters
	Administrative support	11 (+10.00%)	41 (+70.83%)	10	24
	Clerical support	174 (+4.82%)	44 (+25.71%)	166	35
	Education / Training	279 (+6.90%)	140 (-9.09%)	261	154
	IT support	61 (-3.17%)	9 (-30.77%)	63	13
	Project Co-ordinator	0 (-100.00%)	47 (+20.51%)	1	39
	Research	1 (-)	45 (-13.46%)	1	52
	Non-skilled	355 (+8.23%)	1 (-)	328	1
	Others	5 (-28.57%)	25 (-7.41%)	7	27
Salary expenditure for NCSC staff		Government Schools ('000)	Head-quarters ('000)	Government Schools ('000)	Head-quarters ('000)
		94,034 (+10.25%)	137,345 (+5.26%)	85,289 ^{Note 2}	130,478 ^{Note 2}
	Total	231,379 ^{Note 2} (+7.24%)		215,767 ^{Note 2}	
Monthly salaries of NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters
	\$30,001 or above	0 (-)	158 (-1.25%)	0	160
	\$16,001 to \$30,000	9 (+12.50%)	121 (-3.97%)	8	126
	\$8,001 to \$16,000	875 (+51.65%)	73 (+25.86%)	577	58
	\$6,501 to \$8,000	2 (-99.19%)	0 (-100.00%)	247	1

Figures in () denote year-on-year changes

		2011-12 ^{Note 1}		2010-11 ^{Note 1}	
	\$5,001 to \$6,500	0 (-100.00%)	0 (-)	5	0
	\$5,000 or below	0 (-)	0 (-)	0	0
	Number of staff with monthly salaries below \$5,824	0 (-100.00%)	0 (-)	2	0
	Number of staff with monthly salaries between \$5,824 and \$6,500	0 (-100.00%)	0 (-)	3	0
Length of employment of NCSC staff in years		Government Schools	Head-quarters	Government Schools	Head-quarters
	5 years or above	192 (+22.29%)	54 (+3.85%)	157	52
	3 years to less than 5 years	143 (-9.49%)	66 (+10.00%)	158	60
	1 year to less than 3 years	421 (+79.91%)	111 (-13.28%)	234	128
	Less than 1 year	130 (-54.86%)	121 (+15.24%)	288	105
Number of staff converted to civil servants		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.			
Number of staff failed to be converted to civil servants					
Percentage of NCSC staff in the total number of staff in the Bureau		18.00% (+3.69%)		17.36%	
Percentage of payment for NCSC staff in the total staff costs of the Bureau		8.45% ^{Note 2} (-0.35%)		8.48% ^{Note 2}	
		Government Schools	Head-quarters	Government Schools	Head-quarters
Number of staff with paid meal time		527 (+3.54%)	351 (+2.03%)	509	344
Number of staff without paid meal time		359 (+9.45%)	1 (-)	328	1
		Government Schools	Head-quarters	Government Schools	Head-quarters
Number of staff working 5 days a week		240 (+12.15%)	352 (+3.83%)	214	339
Number of staff with other work patterns (e.g, 5 ½ days a week, alternate Saturday off)		634 (+54.26%)	0 (-100.00%)	411	6

Figures in () denote year-on-year changes

	2011-12 ^{Note 1}		2010-11 ^{Note 1}	
Number of staff working 6 days a week	12 (-94.34%)	0 (-)	212	0

Figures in () denote year-on-year changes

Note 1: Except for the two items on “salary expenditure for NCSC staff” and “percentage of payment for NCSC staff in the total staff costs of the Bureau” which are financial year figures, all other items are indicative of the position as at 31 December 2011 and 31 December 2010.

Note 2: Information provided covers the expenditure for the financial year concerned.

Note 3: Figures for 2012-13 are not available at this stage.

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

EDB214

Question Serial No.

0501

Head: 156 Government Secretariat:
Education Bureau

Subhead: 000 Operational Expenses

Programme: (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 employment of workers supplied by employment agencies (EAs), please provide the following information:

	2012-13	2011-12	2010-11
(a) Number of EA contracts	()	()	()
(b) Amount of each EA contract	()	()	()
(c) Total commission paid for each EA contract	()	()	()
(d) Duration of each contract	()	()	()
(e) Number of agency workers	()	()	()
(f) Nature of posts taken up by agency workers	()	()	()
(g) Monthly salaries of agency workers			
• \$30,001 or above	()	()	()
• \$16,001 to \$30,000	()	()	()
• \$8,001 to \$16,000	()	()	()
• \$6,501 to \$8,000	()	()	()
• \$5,001 to \$6,500	()	()	()
• \$5,000 or below	()	()	()
• Number of workers with monthly salaries below \$5,824	()	()	()
• Number of workers with monthly salaries between \$5,824 and \$6,500	()	()	()
(h) Years of service of agency workers			
• 5 years or above	()	()	()
• 3 to 5 years	()	()	()
• 1 to 3 years	()	()	()
• Less than 1 year	()	()	()
(i) Percentage of agency workers to the total number of staff in the Bureau	()	()	()
(j) Percentage of expenditure on procuring the service of EAs to the total staff costs of the Bureau	()	()	()
(k) Number of agency workers with paid meal time	()	()	()
Number of agency workers without paid meal time	()	()	()
(l) Number of workers working 5 days a week	()	()	()
Number of workers working 6 days a week	()	()	()

Asked by: Hon. WONG Kwok-hing

Reply:

The information requested is tabulated at the **Annex**

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

**Information on Employment of Workers Supplied by
Employment Agencies (EAs) in the Education Bureau (EDB)** Notes 1 and 2

		2011-12 (As at 30 September 2011)	2010-11 (As at 31 March 2011)
(a)	Number of EA Contracts		
	Number of EA contracts	87 (-31.50%)	127
(b)	Amount of Each EA Contract		
i.	\$0.5 million or less	80 (-33.33%)	120
ii.	More than \$0.5 million to \$1.43 million	7 (0%)	7
(c)	Total Commission Paid for Each EA Contract (Please refer to Note 3)		
	Total commission paid for each EA contract	-	-
(d)	Duration of Each Contract		
i.	12 months or less	74 (-26.00%)	100
ii.	More than 12 months to 24 months	13 (-51.85%)	27
iii.	More than 24 months to 36 months	0 (-)	0
(e)	Number of Agency Workers		
	Number of agency workers	150 (-23.47%)	196
(f)	Nature of Posts Taken up by Agency Workers		
i.	General office support and customer service	139 (-16.27%)	166
ii.	Publicity, promotion and event management	8 (-52.94%)	17
iii.	Research-related work and technical support	3 (-76.92%)	13
(g)	Monthly Salaries of Agency Workers		
i.	\$30,001 or above	0	0
ii.	\$16,001 to \$30,000	8 (-42.86%)	14
iii.	\$8,001 to \$16,000	111 (+9.90%)	101
iv.	\$6,501 to \$8,000	31 (-60.76%)	79
v.	\$5,001 to \$6,500	0 (-100.00%)	2
vi.	\$5,000 or below	0	0
vii.	Number of workers with monthly salaries below \$5,824	0	0
viii.	Number of workers with monthly salaries between \$5,824 and \$6,500	0 (-100.00%)	2

		2011-12 (As at 30 September 2011)	2010-11 (As at 31 March 2011)
(h)	Years of Service of Agency Workers (Please refer to Note 4)		
i.	5 years or above	-	-
ii.	3 to 5 years	-	-
iii.	1 to 3 years	-	-
iv.	Less than 1 year	-	-
(i)	Percentage of Agency Workers to the Total Number of Staff in EDB		
	Percentage of agency workers to the total number of staff in EDB	2.20% (-23.61%)	2.88%
(j)	Percentage of Expenditure on Procuring the Service of EAs to the Total Staff Costs of EDB		
	Percentage of expenditure on procuring the service of EAs to the total staff costs of EDB	0.65% (-35.00%)	1.00%
(k)	Meal Times of Agency Workers (Please refer to Note 5)		
i.	Number of agency workers with paid meal times	-	-
ii.	Number of agency workers without paid meal times	-	-
(l)	Number of Working Days of Agency Workers		
i.	Number of workers working 5 days a week	150 (-23.47%)	196
ii.	Number of workers working 6 days a week	0	0

Figures in () denote year-on-year changes

Note

- 1 The above table includes agency workers which are financed by the Language Fund and the Quality Education 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.
- 2 As the number of agency workers varies over time in accordance with changing service needs, information concerning agency workers for 2012-13 is not available at this stage.
- 3 Regarding item (c), in procuring EA service, we have complied with the relevant Stores and Procurement Regulations, Financial Circulars and guidelines issued by the Civil Service Bureau (CSB). These regulations and guidelines do not require us to specify the amount or the rate of commission payable to EAs. As such, we do not have information on the commission, if any, paid to EAs.

- 4 Regarding item (h), we do not keep information on the years of service of agency workers since they are employees of EAs and EAs may arrange any of their employees to work in EDB or arrange replacement agency workers during the contract period for different reasons.
- 5 Regarding item (k), we have no information on whether, in accordance with the employment contracts between the agency workers and their employers, their meal times are paid.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB215**

Question Serial No.

Head : 156 Government Secretariat: Subhead (No. & title) : 000 Operations
Education Bureau expenses

2947

Programme : (7) Policy and SupportControlling Officer : Permanent Secretary for EducationDirector of Bureau : Secretary for EducationQuestion :

Regarding the employment of workers under outsourced service contracts, please provide the following information :

	2012-13	2011-12	2010-11
Number of outsourced service contracts	()	()	()
Total amount paid to service contractors	()	()	()
Contract service period of each contractor	()	()	()
Number of workers employed under outsourced service contracts	()	()	()
Posts taken up by workers employed under outsourced service contracts (e.g. customer service, property management, security, cleansing, information technology, etc.)	()	()	()
Monthly salaries of workers employed under outsourced service contracts			
• \$30,001 or above	()	()	()
• \$16,001 to \$30,000	()	()	()
• \$8,001 to \$16,000	()	()	()
• \$6,501 to \$8,000	()	()	()
• \$5,001 to \$6,500	()	()	()
• \$5,000 or below	()	()	()
• Number of workers with monthly salaries below \$5,824	()	()	()
• Number of workers with monthly salaries between \$5,824 and \$6,500	()	()	()
Length of employment of workers under outsourced service contracts in years			
• 5 years or above	()	()	()
• 3 to 5 years	()	()	()
• 1 to 3 years	()	()	()
• less than 1 year	()	()	()

	2012-13	2011-12	2010-11
Percentage of workers under outsourced service contracts in the total number of staff in the Bureau	()	()	()
Percentage of payment to service contractors in the total staff costs of the Bureau	()	()	()
Number of workers with paid meal time	()	()	()
Number of workers without paid meal time	()	()	()
Number of workers working 5 days a week	()	()	()
Number of workers working 6 days a week	()	()	()

Figures in () denote year-on-year changes

Asked by : Hon. WONG Kwok-hing

Reply :

A total of 347 and 381 outsourcing contracts were awarded in 2010-11 and 2011-12 respectively. We have made provision to award an estimated total of around 360 outsourced service contracts in 2012-13. Details are as follows –

	2012-13	2011-12	2010-11
Number of outsourced service contracts	around 360 (estimated total only; exact number of contracts will be subject to actual service needs)	381 (+10%) (estimated total)	347
Total amount paid to service contractors	around \$188,000,000 (estimated total only; exact total amount will be subject to actual service needs for outsourced service contracts)	\$198,784,184 (-18%) (estimated total)	\$242,569,925
Contract service period of each contractor	Not yet available	less than 12 months 284 (+28%)	less than 12 months 222
		12 months to less than 24 months 79 (-20%)	12 months to less than 24 months 99
		24 months and more 18 (-31%)	24 months and more 26
Number of workers employed under outsourced service contracts	Not yet available	full-time: 875 (-9%) Number of workers employed in 143 contracts part-time: 151 (-8%) (Note: Information on number of workers employed is not specified in the other 238 contracts)	Number of full-time: 960 workers employed in 162 contracts part-time: 165 (Note: Information on number of workers employed is not specified in the other 185 contracts)

	2012-13	2011-12		2010-11	
Posts taken up by workers employed under outsourced service contracts (e.g. customer service, property management, security, cleansing, information technology, etc.)	The number of workers to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the post titles of the workers are not specified in the contracts.				
Monthly salaries of workers employed under outsourced service contracts <ul style="list-style-type: none">• \$30,001 or above• \$16,001 to \$30,000• \$8,001 to \$16,000• \$6,501 to \$8,000• \$5,001 to \$6,500• \$5,000 or below• Number of workers with monthly salaries below \$5,824• Number of workers with monthly salaries between \$5,824 and \$6,500	The number of workers to be employed by the contractors is not specified in most of our outsourced service contracts. For the remaining outsourced service contracts specified with manpower requirements, the salaries of the workers are not specified in the contracts, except for the outsourced service contracts that rely on deployment of non-skilled workers.				
	Not yet available	Out of the 381 outsourced service contracts, 8 contracts which rely on the deployment of non-skilled workers have specified salaries of the non-skilled workers as follows -		Out of the 347 outsourced service contracts, 5 contracts which rely on the deployment of non-skilled workers have specified salaries of the non-skilled workers as follows -	
		• \$8,001 to \$16,000	3 (±0%)	• \$8,001 to \$16,000	3
		• \$6,501 to \$8,000	4	• \$6,501 to \$8,000	0
		• \$5,001 to \$6,500	1 (-50%) [Note: The working hours of the workers referred here are less than those of a full-time worker. Their salaries are actually not below the Statutory Minimum Wage.]	• \$5,001 to \$6,500	2

	2012-13	2011-12	2010-11
Length of employment of workers under outsourced service contracts in years <ul style="list-style-type: none"> • 5 years or above • 3 to 5 years • 1 to 3 years • less than 1 year 	<p style="text-align: center;">Information not available.</p> <p>[Note: The number of workers to be employed by the contractors is not specified in most of our outsourced service contracts. For those outsourced service contracts specified with manpower requirements, the terms of employment, including the length of employment of workers, are something between the workers and their employers, i.e. the service contractors, and are not specified in our outsourced service contracts.]</p>		
Percentage of workers under outsourced service contracts in the total number of staff in the Bureau	Not yet available	13% (-7%) (based on 143 contracts with the number of full-time workers employed specified)	14% (based on 162 contracts with the number of full-time workers employed specified)
Percentage of payment to service contractors in the total staff costs of the Bureau	Not yet available	7% (-22%)	9%
Number of workers with paid meal time Number of workers without paid meal time	<p style="text-align: center;">Information not available.</p> <p>[Note: The number of workers to be employed by the contractors is not specified in most of our outsourced service contracts. For those outsourced service contracts specified with manpower requirements, the terms of employment, including whether the meal time is paid or not, are something between the workers and their employers, i.e. the service contractors, and are not specified in our outsourced service contracts.]</p>		
Number of workers working 5 days a week Number of workers working 6 days a week	<p style="text-align: center;">Information not available.</p> <p>[Note: The number of workers to be employed by the contractors is not specified in most of our outsourced service contracts. For those outsourced service contracts specified with manpower requirements, the terms of employment, including the number of working days in a week for the workers, are something between the workers and their employers, i.e. the service contractors, and are not specified in our outsourced service contracts.]</p>		

Figures in () denotes year-on-year changes

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB216

Question Serial No.

2966

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:

In the 2011/12 school year, how many special school students are approved to extend their years of study (EoS); what is their percentage share of the total number of students applying for EoS in the special schools? For the 2012/13 school year, how many related additional school places will be reserved accordingly? What will be the estimated expenditure involved?

Asked by: Hon. WONG Kwok-hing

Reply:

In the 2011/12 school year, about 600 students were approved by the special schools to extend their years of study (EoS). Under the improved EoS mechanism, we provide the schools with additional school places and allow them to exercise school-based judgment to arrange for students with such a need and valid reasons to extend their years of study according to the objective criteria jointly set by EDB and the special education sector. As schools are no longer required to submit applications to EDB for approval, we do not have the number of students applying for EoS in special schools. For planning purpose, we have made provision for about 1 300 additional school places for EoS in the 2012/13 school year and the estimated additional recurrent expenditure is around \$240 million.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 24 February 2012

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

EDB217

Question Serial No.

2967

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 the following information:

- (a) How many non-Chinese (NCS) students studied in public sector primary and secondary schools in Hong Kong in each of the past 3 school years (i.e. 2009/10, 2010/11 and 2011/12) respectively? Please provide a breakdown by district.
- (b) In the 2011/12 school year, what educational support measures did the Administration put in place for NCS students and what was the number of students benefited from the measures?
- (c) In the 2012/13 school year, will the Administration have any plan to further implement new measures to facilitate NCS students to integrate into mainstream schools? If yes, what are the details and the estimated expenditure? If no, what are the reasons?

Asked by: Hon. WONG Kwok-hing

Reply:

- (a) According to the information collected through the annual Student Enrolment Survey, the number of non-Chinese speaking (NCS) students in primary and secondary schools by district in the past three school years (i.e. 2009/10, 2010/11 and 2011/12 school years) are tabulated at Annex A.
- (b) The support measures for NCS students in the 2011/12 school year and the number of NCS students benefited where appropriate are tabulated at Annex B. It is worth noting that since the support measures are needs-driven and conducted in a school-based manner, all NCS students should benefit from the support measures.
- (c) We have undertaken to examine the support for NCS students, the approaches to which have included, among others, stepping up the promotion of an early start for NCS students to learn the Chinese language for better adaptation to local primary schools, expansion of the school network for supporting NCS students and strengthening school-based professional support to schools so that more schools, in addition to the existing designated schools, would be involved in gearing up for the implementation of the Supplementary Guide to the Chinese Language Curriculum for NCS Students and catering for the diverse aspirations in academic study and career pursuit of NCS students. Implementation details of any new measures arising from the review including the estimated cost, if any, will be worked out taking into account the views of stakeholders.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

**Number of non-Chinese speaking students
by district in the 2009/10, 2010/11 and 2011/12 school years**

District	2009/10 school year		2010/11 school year		2011/12 school year	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
1. Central & Western	235	187	291	233	377	305
2. Eastern	60	405	58	415	69	470
3. Islands	372	364	506	557	573	730
4. Kowloon City	172	99	281	125	350	142
5. Kwai Tsing	570	32	704	57	842	75
6. Kwun Tong	871	850	951	1 011	929	1 194
7. North	22	14	19	18	20	16
8. Sai Kung	67	51	100	66	134	114
9. Sha Tin	83	268	70	239	72	241
10. Sham Shui Po	719	927	840	930	816	1 068
11. Southern	21	47	16	46	13	43
12. Tai Po	27	8	27	25	29	29
13. Tsuen Wan	69	17	51	22	48	29
14. Tuen Mun	510	227	487	384	518	581
15. Wan Chai	1 035	138	1 019	208	958	278
16. Wong Tai Sin	271	23	309	18	331	18
17. Yau Tsim Mong	831	619	862	672	901	796
18. Yuen Long	545	130	646	210	723	244
Total	6 480	4 406	7 237	5 236	7 703	6 373

Notes:

- Figures refer to the position as at September of the respective school years.
- The above data cover those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
- Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.

**Educational support measures for non-Chinese speaking (NCS) students and
number of NCS students benefited in the 2011/12 school year**

Support measures	No. of NCS students benefited
Focused support to designated schools serving NCS students	8 363
Provision of cash grant to designated schools to put in place school-based support measures to further help their NCS students in learning the Chinese language and integration	8 363
Development of the Supplementary Guide to the Chinese Language Curriculum for NCS Students	*
Professional development programmes for Chinese Language teachers teaching NCS students	*
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	588
Implementation of the project of After-school Extended Chinese Learning, a three-year pilot project rolled out in the 2010/11 school year to provide funding to non-designated schools to put in place diversified extended Chinese learning programmes	About 4 000
Summer Bridging Programmes for NCS students in primary schools	1 300
Subsidising eligible school candidates sitting for the General Certificate of Secondary Education (GCSE) (Chinese) Examination, starting from 2010, to the effect that the fee level of GCSE (Chinese) Examination payable by the subsidised school candidates 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	Not yet available

Note:

- * The Supplementary Guide, which has been distributed to schools and uploaded onto the Education Bureau website, caters for the diverse needs and aspirations of NCS students. Similarly, all teachers teaching the Chinese Language to NCS Students can join the professional development programmes. Figure on the number of students benefited is not available.

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

Reply Serial No.

EDB218

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

Question Serial No.

2510

Programme: (6) Vocational Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The Vocational Training Council offers programmes in nine disciplines ranging from applied science, business administration, child education and community services, construction, design, engineering, information technology to hospitality. 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 2012-13.

Asked by: Hon. WONG Kwok-kin

Reply :

The vocational education programmes offered by the Vocational Training Council are broadly grouped into a spectrum of academic disciplines including Applied Science, Business, Child Education and Community Services, Design, Engineering, Hospitality, and Information Technology. Programme planning and operations are undertaken on the basis of academic year cycles commencing in September of each year. In the 2012/13 academic year, 46 410 full-time places and 32 610 part-time places are planned, among which 29 550 and 4 440 respectively are subvented places. The breakdown on the numbers of courses and planned places by discipline and the distribution of subvention are as follows –

Discipline	Subvention \$ million	Full-Time		Part-Time	
		Number of courses	Planned Places	Number of courses	Planned Places
Applied Science	154.0	32	2 910	14	820
Business	100.6	52	12 040	46	7 180
Child Education & Community Services	70.1	7	1 230	4	580
Design	363.7	70	7 220	56	5 270
Engineering	698.9	76	10 610	108	14 120
Hospitality	284.2	63	6 230	9	2 000
Information Technology	229.7	33	6 170	35	2 640
	1,901.2	333	46 410	272	32 610

The enrolment figure for the 2012/13 academic year is not available at this stage.

Signature: _____
Name in block letters: Mrs Cherry Tse
Post Title: Permanent Secretary for Education
Date: 22 February 2012

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

EDB219

Question Serial No.

2511

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 financial provision for 2011-12 original estimate under this Programme is about \$1.9 billion, but the revised expenditure is more than \$4.7 billion, representing an increase of 140.3%. Would the Administration please provide information on the expenditure items outside the estimated provision? What are the reasons for failing to make an accurate estimate of the amount of provision required? Will such a discrepancy occur again in 2012-13?

Asked by: Hon. WONG Kwok-kin

Reply:

The revised estimate for 2011-12 under Programme (7) Policy and Support is \$2,749.4 million (140.3%) higher than its original estimate. This is due to the in-year injections to the Self-financing Post-secondary Education Fund (\$2,500 million) and HKSAR Government Scholarship Fund (\$250 million) approved by the Finance Committee, which were not included in the original estimate of the Education Bureau.

In accordance with the established mechanism, provision for initiatives not included in the original estimate but approved during the year will be reflected in the revised estimate of the same financial year.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 20 February 2012

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

EDB220

Question Serial No.

2528

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:

During 2012-13, the Vocational Training Council (VTC) will plan the establishment of a new Youth College. In this connection, will the Administration inform this Council of:

- (a) the details of the plan, including the commencement date, areas of study and tuition fees of the College;
- (b) the anticipated enrolments and intakes and of these, the percentages of non-Chinese speaking (NCS) students and those with special educational needs (SEN); as well as the specialised support to be provided for these students; and
- (c) the estimated total expenditure, broken down by type of expenditure.

Asked by: Hon. WONG Kwok-kin

Reply:

- (a) VTC will establish a new Youth College to provide diversified study opportunities for students. The new Youth College will offer Diploma in Vocational Education (DVE) and New Foundation Diploma (NFD) programmes and provide dedicated assistance to non-Chinese speaking students (NCS) and those with special educational needs (SEN) from the 2012/13 academic year. A wide range of study streams will be available including business, tourism, information technology, engineering, design and services. The level of tuition fees for the programmes to be offered at the new Youth College is expected to be comparable to those charged for similar programmes at other Youth Colleges.
- (b) The new Youth College plans to offer 240 new places (all are intakes as it is the first year of operation of the new Youth College) in the 2012/13 academic year, among which about 120 are estimated to be Non-Chinese speaking (NCS) students. As for SEN students, there would not be a fixed number of places and those who meet the entry requirements of the programmes will be offered study places if they are assessed to likely have the ability to complete the programme.

The new Youth College will provide dedicated support for NCS and SEN students, helping them to better cope with their study, adapt to the campus life and wider community. Services for the NCS students will include vocational Chinese training, tutorial services, peer mentorship scheme and student activities for promoting a culture of inclusion and integration with the community. Services for SEN students will include technical learning aids, special in-class arrangements, professional consultation and assessment services. Career advisory and support services will also be provided to both NCS and SEN students. The new Youth College will develop itself into a learning resources centre for supporting diversity and inclusivity in vocational education.

- (c) The subvention from the Government is about \$15.5 million, covering staff salaries, administrative costs and other operating expenses in the 2012/13 academic year.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 22 February 2012

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

EDB221

Question Serial No.

2478

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 estimated expenditure for the Education Bureau to arrange national education and Mainland exchange programmes for students in 2012-13? Has the Administration made a provision for reviewing the content of the national education activities so as to include in these activities the issues on the frequent arrests of dissidents and large-scale mass incidents in the Mainland in recent years? Will the Administration review the content of the Mainland exchange programmes for students so as to enhance students' understanding of such issues as rich-poor gap, corruption and human rights in the Mainland?

Asked by: Hon. WONG Yuk-man

Reply:

In 2012-13, the total estimated expenditure of the Education Bureau on national education is \$96.2 million. National education activities are broadly aligned with the curriculum at a key stage of learning appropriate to the participants. They aim to help students understand the motherland from different perspectives, provide them with holistic learning experiences and help them develop the ability to analyse various aspects of development of the Mainland. Participating schools will organise post-activity evaluation/debriefing sessions during and after the activities for students to share their first-hand experiences. Some schools will also organise project learning after the activities to consolidate what students have learnt. Schools' reports and post-activities questionnaire surveys indicate that these programmes have helped students understand the national situation through first-hand experience and have positive effects on students' national identity.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

EDB222

Question Serial No.

2479

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 Education Bureau estimates that the number of kindergarten teachers with Certificate in Early Childhood Education or above will reach 92.6% which is 14.9% higher than the revised estimate in 2011-12 and 23.1% higher than the actual percentage in 2010-11. What are the justifications for such increase? What are the administrative measures adopted by the Education Bureau to push up the percentage substantially in a short period of time?

Asked by: Hon. WONG Yuk-man

Reply:

The estimated increase in percentage of kindergarten (KG) teachers with holding Certificate in Early Childhood Education (ECE) or above from 69.5% in the 2010/11 school year (sy) to 77.7% in the 2011/12 sy, and then to 92.6% in the 2012/13 sy is based on a consideration of a number of relevant indicators including the estimated number of graduates from in-service and pre-service ECE teacher training programmes, teachers with the qualification re-joining KGs and the estimated teacher wastage rate in 2012. To support KG teachers' professional upgrading, course fee subsidies up to the end of the 2011/12 sy have been provided since the introduction of the Pre-primary Education Voucher Scheme (PEVS) in the 2007/08 sy for serving KG teachers to enhance their professional qualifications. A Teacher Development Subsidy has also been provided for the PEVS KGs to employ supply teachers to relieve the workload of teachers enrolled in these certificate programmes.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 21 February 2012

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

EDB223

Question Serial No.

1833

<u>Head:</u>	173	Student Financial Assistance Agency	<u>Subhead</u> (No. & title):
			000 Operational expenses
	254	Loans to Students	201 Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, 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:

It is stated under this Programme that the Student Financial Assistance Agency will continue to step up efforts to recover student loans in arrears and tackle the default problem. Will the Administration advise this Committee whether the situation of defaulted student loans has improved, the latest number of student loan defaulters and the amount in default? What specific measures will be taken by the Government to step up its efforts to tackle the default problems?

Asked by: Hon. CHAN Kin-por

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 pursuing part-time courses and continuing and professional education programmes) (ENLS), the latest figures on default cases and the amount involved is as follows-

	As at 31 December 2011
(A) TSFS	
No. of default cases	2 015
Amount in default (\$ million)	55.04
(B) FASP	
No. of default cases	1 050
Amount in default (\$ million)	14.38
(C) NLSFT	
No. of default cases	1 424
Amount in default (\$ million)	30.08
(D) NLSPS	
No. of default cases	1 771
Amount in default (\$ million)	54.05
(E) ENLS	
No. of default cases	8 337
Amount in default (\$ million)	110.31
Total	
No. of default cases	14 597
Amount in default (\$ million)	263.86

The total number of default cases as at 31 December 2011 was 14 597 which was 1 927 less than the total number of default cases at the end of the 2010/11 academic year, which was 16 524. The default rate in relation to the number of loan repayment accounts as at 31 December 2011 was 9%, which had decreased by 2.3% compared to the 2010/11 academic year. The total amount in default decreased from \$287.85 million in the 2010/11 academic year to \$263.86 million as at 31 December 2011.

As the amount in default is still significant, the Agency will step up efforts to recover the outstanding loans from the defaulters and their indemnifiers. We will continue to reach out to the defaulters and advise them to approach the Agency to restructure their loans or to apply for deferment in repaying their loans if they have genuine financial hardship. Separately, we will continue to streamline the workflow of loan recovery, enhance the system to improve the case management process, and deploy more resources to expedite recovery of defaulted student loans, including referral of default cases to the Department of Justice (DoJ) and filing of claims directly to the Small Claims Tribunal. In the 2012-13 financial year, the Agency will strengthen the manpower support in handling defaulted student loan cases in order to more expeditiously recover defaulted student loans through legal means.

To further tackle the default problem, the Government has drawn up and announced a package of improvement measures in respect of the operation of the non-means-tested loans for Phase 2 public consultation from 14 November 2011 to 29 February 2012. Improvement proposals include measures to reduce the repayment burden of students, prevent excessive borrowing by students, tighten the eligibility of courses and tackle the default problems. Taking into account the result of public consultation, the Government will finalise the package of improvement proposals and consult the Legislative Council Panel on Education before seeking funding approval of the Finance Committee by mid 2012. At the same time, the Financial Secretary announced in the 2012-13 Budget that the Government would review the interest rate mechanism for the means-tested living expenses loans. The above improvement measures will help alleviate the repayment burden of student loan borrowers, and thereby reduce default risk. Subject to the approval of the Finance Committee, the Government aims to implement the improvement measures to both the means-tested and non-means-tested loan schemes in phases starting from the 2012/13 academic year.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB224**

Question Serial No.

1306

<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 and Hong Kong Design Institute of the Vocational Training Council, 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 SchemeControlling Officer: Controller, Student Financial Assistance AgencyDirector of Bureau: Secretary for EducationQuestion:

The new “3+3+4” academic structure will be launched in the 2012/13 school year and the number of first-year students is expected to double. Previously only 3 years of students are taken care of in the various post-secondary and tertiary level financial assistance schemes, while this year a total of 4 years of students have to be taken care of. Hence the percentage increase in the budget for these schemes this year should be around 33%. Yet the percentage increases for these schemes are roughly only 10% - 22%. What is the reason(s) behind the estimation?

	<i>Academic Year</i>	
	<u>2011/12</u> (Revised Estimate)	<u>2012/13</u> (Estimate)
Tertiary Student Finance Scheme – Publicly-funded Programmes		
no. of applications	29 027	34 864
funds disbursed (\$m) (including grants and loans)#	1,253.9	1,506.0 (↑~20%)
Financial Assistance Scheme for Post-secondary Students		
no. of applications	29 046	32 075
funds disbursed (\$m) (including grants and loans)#	1,247.7	1,377.9 (↑~10%)
Non-means-tested Loan Schemes		
no. of applications	31 767	37 424
funds disbursed (\$m) (loans)#	1,185.8	1,443.6 (↑~22%)

Asked by: Hon. Chan Mo-po, Paul

Reply:

Currently, the Student Financial Assistance Agency administers two means-tested financial assistance schemes and three non-means-tested loan schemes to assist post-secondary students in pursuing their studies. The schemes include-

- (i) Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) – for full-time tertiary students of publicly-funded programmes;
- (ii) Financial Assistance Scheme for Post-secondary Students (FASP) – for full-time students aged 25 or below of self-financing locally-accredited post-secondary programmes;
- (iii) Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) – for eligible students who are covered under the TSFS;
- (iv) Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) –for eligible students who are covered under the FASP; and
- (v) Extended Non-means-tested Loan Scheme (ENLS) – for students pursuing part-time courses and continuing and professional education programmes.

The estimated provisions for the above student financial assistance schemes in the 2012/13 academic year are made having regard to the relevant projected student populations, the application/success rates of previous years and the estimated average grant and loan amounts.

The increase in the estimated provisions in the 2012/13 academic year is mainly due to the increase in projected student intake into post-secondary programmes as a result of the increase in degree places arising mainly from the new 334 academic structure, as well as increase in sub-degree places. The projected student population for the 2012/13 academic year, which include both new intake and continuing students who will be pursuing post-secondary programmes covered by the respective financial assistance schemes are as follows-

Projected Student Population	2011/12 academic year	2012/13 academic year	% change
projected student population for programmes covered by TSFS/NLSFT	79 028	94 921	+ 20.1%
Projected student population for programmes covered by FASP/NLSPS	69 990	77 290	+10.43%

For ENLS, since the scheme covers a wide and diverse range of part-time courses and continuing and professional education programmes, an estimated student population is not available and the estimated provisions are worked out based on the number of applications received in previous academic years and the projected average loan amount.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB225

Question Serial No.

1307

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 new “3+3+4” academic structure is launched in the 2012/13 school year and the number of first-year students is expected to double. What is the reason(s) behind the expected decrease in the number of applications for scholarships, awards and related schemes (from 9 827 to 7 753) this year? The 2012-13 budget for the scholarship schemes, however, increases from \$29.6 million to \$33.2 million. Please explain.

Asked by: Hon. CHAN Mo-po, Paul

Reply:

The Student Financial Assistance Agency currently administers a number of privately-donated and publicly-funded scholarships, grants and awards schemes for students at all levels of studies from primary to post-secondary level. Among them, two publicly-funded schemes, namely the Government Matriculation Maintenance Grant (GMMG) Scheme and the Government Scholarship (GS) Scheme, are for students pursuing the matriculation course. The number of applications under the GMMG Scheme is around 2 000 while that for the GS Scheme is around 40 in 2011-12.

With the implementation of the New Academic Structure for Senior Secondary and Higher Education since the 2009/10 school year, the last cohort of matriculation students will graduate in 2012. The GMMG and the GS Schemes will cease to operate with effect from the 2012/13 school year. As a result, there will be a net decrease of around 2 000 applications in 2012/13.

Notwithstanding the drop in the number of applications, the estimated provision for scholarship, grants and awards schemes in 2012-13 is more than that of 2011-12. This is attributable to the introduction of a new scholarship scheme, titled the Scholarship for Prospective English Teachers, in the 2010/11 school year which aims to attract persons proficient in English to pursue study programmes to become qualified English Language teachers. Around 50 new awards are distributed for this scheme each year. The award is tenable for the normal duration of the study programmes pursued, which may range from one to five years. Each local student will be awarded \$50,000 per year and each non-local student \$80,000 per year. In 2012-13, the number of new awards to be distributed for the Scholarships for Prospective English Teachers will be doubled to cater for the double-cohort first-year undergraduate students in the 2012/13 school year. Hence the provision for 2012-13 is higher than that of 2011-12. Increase in provision as a result of the greater number of awardees under the Scholarship for Prospective English Teachers is, nevertheless, partly

offset by the reduction in scholarship monies to be disbursed for the GMMG and GS Schemes which become obsolete in 2012-13. This leads to a net increase of \$3.6 million.

Signature: _____
Name in block letters: _____ Ms Nancy SO
Post Title: _____ Controller, Student Financial Assistance Agency
Date: _____ 28 February 2012

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

EDB226

Question Serial No.

0165

<u>Head:</u>	173	Student Financial Assistance Agency	<u>Subhead</u> (No. & title):	000	Operational expenses
	254	Loans to Students	201	Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, 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:

- (a) Regarding the various student assistance schemes, please provide the following information for the 2009/10, 2010/11 and 2011/12 academic years:
- (i) the number of default cases, the amount involved and the percentage of such cases in relation to the number of loan repayment accounts
 - (ii) the number of applications for deferred repayment, the amount involved and the percentage of such applications in relation to the number of loan repayment accounts
 - (iii) the number of bankruptcy applications, the amount involved and the percentage of such applications in relation to the number of loan repayment accounts
 - (iv) the number of write-off cases, the amount involved and the percentage of such cases in relation to the number of loan repayment accounts
- (b) What were the manpower and expenditures involved in recovering repayments in each of the 2009/2010, 2010/11 and 2011/2012 academic years?
- (c) What is the manpower and estimated expenditure involved in recovering repayments for the 2012/13 academic year?

Asked by: Hon. CHAN Tanya

Reply:

(a) 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 Tertiary Students (for full-time students who are covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing part-time courses and continuing and professional education programmes) (ENLS), the required information for the 2009/10, 2010/11 and 2010/12 academic years is provided as follows-

(i) The number of default cases, the amount involved and the percentage of default cases in relation to the number of loan repayment accounts-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of default cases	2 796	2 297	2 015
Amount in default (\$ million)	69.79	60.49	55.04
No. of loan repayment accounts	37 577	34 231	31 653
Default rate in terms of accounts	7.44%	6.71%	6.37%
(B) FASP			
No. of default cases	972	1 146	1 050
Amount in default (\$ million)	7.26	13.93	14.38
No. of loan repayment accounts	10 470	13 352	18 358
Default rate in terms of accounts	9.28%	8.58%	5.72%
(C) NLSFT			
No. of default cases	1 946	1 641	1 424
Amount in default (\$ million)	39.93	34.54	30.08
No. of loan repayment accounts	22 035	21 410	23 001
Default rate in terms of accounts	8.83%	7.66%	6.19%
(D) NLSPS			
No. of default cases	1 909	2 000	1 771
Amount in default (\$ million)	50.32	57.70	54.05
No. of loan repayment accounts	13 797	16 331	22 227
Default rate in terms of accounts	13.84%	12.25%	7.97%
(E) ENLS			
No. of default cases	9 751	9 440	8 337
Amount in default (\$ million)	117.39	121.19	110.31
No. of loan repayment accounts	55 627	61 148	66 941
Default rate in terms of accounts	17.53%	15.44%	12.45%
Total			
No. of default cases	17 374	16 524	14 597
Amount in default (\$ million)	284.69	287.85	263.86
No. of loan repayment accounts	139 506	146 472	162 180
Default rate in terms of accounts	12.45%	11.28%	9.00%

* As at 31 December 2011

- (ii) The number of applications for deferred repayment and the percentage of such applications in relation to the number of loan repayment accounts-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of deferment applications (Note)	2 698	1 767	1 058
No. of loan repayment accounts	37 577	34 231	31 653
Percentage of deferment applications in terms of loan repayment accounts §	7.18%	5.16%	3.34%
(B) FASP			
No. of deferment applications (Note)	1 498	2 046	718
No. of loan repayment accounts	10 470	13 352	18 358
Percentage of deferment applications in terms of loan repayment accounts §	14.31%	15.32%	3.91%
(C) NLSFT			
No. of deferment applications (Note)	1 047	676	429
No. of loan repayment accounts	22 035	21 410	23 001
Percentage of deferment applications in terms of loan repayment accounts §	4.75%	3.16%	1.87%
(D) NLSPS			
No. of deferment applications (Note)	2 796	2 245	1 686
No. of loan repayment accounts	13 797	16 331	22 227
Percentage of deferment applications in terms of loan repayment accounts §	20.27%	13.75%	7.59%
(E) ENLS			
No. of deferment applications (Note)	2 409	2 112	1 486
No. of loan repayment accounts	55 627	61 148	66 941
Percentage of deferment applications in terms of loan repayment accounts §	4.33%	3.45%	2.22%
Total			
No. of deferment applications (Note)	10 448	8 846	5 377
No. of loan repayment accounts	139 506	146 472	162 180
Percentage of deferment applications in terms of loan repayment accounts §	7.49%	6.04%	3.32%

* As at 31 December 2011

§ 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.

Note: The Student Financial Assistance Agency (SFAA) has not maintained statistics of the amount involved in deferment applications.

- (iii) The number of bankruptcy applications, the amount of student loan involved and the percentage of such applications in relation to the number of loan repayment accounts-

	Academic year		
	2009/10^	2010/11	2011/12*
(A) TSFS			
No. of bankruptcy applications (Note)	30	14	2
Amount involved (\$ million)	1.24	0.52	0.11
No. of loan repayment accounts	37 577	34 231	31 653
Percentage of bankruptcy applications in terms of loan repayment accounts	0.08%	0.04%	0.01%
(B) FASP			
No. of bankruptcy applications (Note)	14	6	4
Amount involved (\$ million)	0.61	0.33	0.08
No. of loan repayment accounts	10 470	13 352	18 358
Percentage of bankruptcy applications in terms of loan repayment accounts	0.13%	0.04%	0.02%
(C) NLSFT			
No. of bankruptcy applications (Note)	15	13	1
Amount involved (\$ million)	0.60	0.49	0.05
No. of loan repayment accounts	22 035	21 410	23 001
Percentage of bankruptcy applications in terms of loan repayment accounts	0.07%	0.06%	0.00%
(D) NLSPS			
No. of bankruptcy applications (Note)	25	12	3
Amount involved (\$ million)	2.91	1.73	0.39
No. of loan repayment accounts	13 797	16 331	22 227
Percentage of bankruptcy applications in terms of loan repayment accounts	0.18%	0.07%	0.01%
(E) ENLS			
No. of bankruptcy applications (Note)	232	146	30
Amount involved (\$ million)	9.58	6.80	1.30
No. of loan repayment accounts	55 627	61 148	66 941
Percentage of bankruptcy applications in terms of loan repayment accounts	0.42%	0.24%	0.04%

	Academic year		
	2009/10^	2010/11	2011/12*
Total			
No. of bankruptcy applications (Note)	316	191	40
Amount involved (\$ million)	14.94	9.87	1.93
No. of loan repayment accounts	139 506	146 472	162 180
Percentage of bankruptcy applications in terms of loan repayment accounts	0.23%	0.13%	0.02%

* As at 31 December 2011

^ The figures for the 2009/10 academic year have been revised as SFAA received notification of a number of bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2011.

Note: All the bankruptcy applications were not petitioned by the Government and were initiated by the student loan borrowers for reasons not necessarily related to student loans

- (iv) The number of write-off cases, the amount involved and the percentage of such cases in relation to the number of loan repayment accounts-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of write-off cases (Note)	18	18	10
Amount involved (\$ million)	0.62	0.83	0.19
No. of loan repayment accounts	37 577	34 231	31 653
Write-off rate in terms of loan repayment accounts §	0.05%	0.05%	0.03%
(B) FASP			
No. of write-off cases (Note)	4	4	2
Amount involved (\$ million)	0.16	0.20	0.07
No. of loan repayment accounts	10 470	13 352	18 358
Write-off rate in terms of loan repayment accounts §	0.04%	0.03%	0.01%
(C) NLSFT			
No. of write-off cases (Note)	4	6	6
Amount involved (\$ million)	0.11	0.17	0.31
No. of loan repayment accounts	22 035	21 410	23 001
Write-off rate in terms of loan repayment accounts §	0.02%	0.03%	0.03%

	Academic year		
	2009/10	2010/11	2011/12*
(D) NLSPS			
No. of write-off cases (Note)	3	3	2
Amount involved (\$ million)	0.36	0.30	0.04
No. of loan repayment accounts	13 797	16 331	22 227
Write-off rate in terms of loan repayment accounts §	0.02%	0.02%	0.01%
(E) ENLS			
No. of write-off cases (Note)	45	48	16
Amount involved (\$ million)	1.52	1.78	0.58
No. of loan repayment accounts	55 627	61 148	66 941
Write-off rate in terms of loan repayment accounts §	0.08%	0.08%	0.02%
Total			
No. of write-off cases (Note)	74	79	36
Amount involved (\$ million)	2.77	3.28	1.19
No. of loan repayment accounts	139 506	146 472	162 180
Write-off rate in terms of loan repayment accounts §	0.05%	0.05%	0.02%

* As at 31 December 2011

Note: The outstanding student loans above were written off because they were irrecoverable mainly due to the decease of the loan borrower or bankruptcy of both the loan borrower and the indemnifier(s).

§ One write-off case may involve more than one loan repayment account of one or more financial assistance scheme(s) administered by SFAA.

- (b) The number of staff and the total expenditure involved in recovering defaulted loans in the 2009/10 to 2011/12 academic years are as follows-

	Academic Year		
	2009/10	2010/11	2011/12
Total No. of Staff (Note)	69	90	93*
Total Expenditure (\$ million) (Note)	12.5	17.3	19.7#

* As at 31 December 2011

Estimated expenditure

Note: Figures of all three years above include staff of both SFAA and the Department of Justice (DoJ), including civil servants and non-civil service contract staff. In order to expedite debt recovery actions, DoJ has set up a dedicated team since October 2010 to handle defaulted student loan cases referred by SFAA.

- (c) In the 2012/13 academic year, 28 permanent posts will be created in SFAA for recovering defaulted student loans. The number of positions involved in recovering defaulted student loans in the 2012/13 academic year, including civil servants and non-civil service contract staff of both SFAA and DoJ, will be 116 and the estimated expenditure for the 2012/13 academic year is \$24.8 million.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB227

Question Serial No.

0169

<u>Head:</u>	173	Student Financial Assistance Agency	<u>Subhead</u> (No. & title):	000 Operational expenses
	254	Loans to Students	201	Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, 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:

In paragraph 59 of the 2012-13 Budget Speech, the Financial Secretary put forward the proposal of “giving all student loan borrowers who complete their studies in 2012 the option to start repaying their student loans one year after completion of studies. This will alleviate the financial burden of fresh graduates and allow them more time to secure a stable job”. What are the details of this proposal? Will additional manpower be required to handle the work entailed? If yes, what is the estimated expenditure involved? Will these graduates be required to pay any extra interest? If yes, what are the details?

Asked by: Hon. CHAN Tanya

Reply:

Currently, student loan borrowers are normally required to start repaying their loans six months after completion of their studies.

For means-tested living expenses loans, interest on loans will only begin to accrue upon commencement of loan repayment. Therefore, graduates borrowing means-tested loans will not be required to pay interest during the one-year period. For non-means-tested loans, as the loan schemes operate under no-gain-no-loss and full-cost recovery principles, interest is accrued upon loan drawdown. Hence, borrowers of non-means-tested loans will be required to pay interest for their loans during the one-year period if they take up the option. It is estimated that the additional interest charge per month will be \$2 to \$6 per month during the 10-year loan repayment period¹. The Student Financial Assistance Agency will invite all loan borrowers who complete their studies in 2012 to consider if they should accept the option, and will remind borrowers of non-means-tested loans of the additional interest charges. Borrowers who do not take up the option should start to repay their loans six months after completion of studies, or they may apply for deferment under the existing deferment mechanism if they have genuine financial difficulties.

Loan borrowers who have difficulty in repaying their loans on grounds of further full-time study, financial hardship or serious illness may apply for deferment of loan repayment. Those student loan borrowers completing their studies in 2012 who accept the option to start repaying their loans one year after completion of studies will not be regarded as having deferred their loan repayment. In other words they will still be eligible to apply for deferment under the prevailing deferment mechanism.

Details of the additional resource/manpower requirements, if any, will be worked out before implementation.

¹ Based on the median loan amounts of \$29,800 to \$80,000 borrowed by 2010/11 graduates under the three non-means-tested loan schemes and the interest being set at 1.674%, on par with that of the non-means-tested loans after reducing the risk-adjusted factor to zero as proposed in the Phase 2 public consultation on the review of the non-means-tested loan schemes.

Signature: _____
Name in block letters: _____ Ms Nancy SO
Post Title: _____ Controller, Student Financial Assistance Agency
Date: _____ 28 February 2012

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

EDB228

Question Serial No.

0177

<u>Head:</u>	173	Student Financial Assistance Agency	<u>Subhead</u> (No. & title):	228	Student financial assistance
	254	Loans to Students	201	Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, 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:

- 1) In the 2009/10, 2010/11 and 2011/12 academic years, how much interest was received from the no-gain-no-loss interest and risk-adjustment factor (1.5%) under each non-means-tested loan scheme?
- 2) In the 2009/10, 2010/11 and 2011/12 academic years, how many deferment cases were received under various financial assistance and loan schemes for post-secondary students, and how many cases were approved?
- 3) In the 2009/10, 2010/11 and 2011/12 school years, how many parents with children attending kindergarten-cum-child care centres were eligible for full fee remission?

Asked by: Hon. CHAN Tanya

Reply:

- 1) In the 2009/10 to 2011/12 academic years, the amounts of interest received from the no-gain-no-loss (NGNL) interest rate and the 1.5% risk-adjusted factor (RAF) under the Non-means-tested Loan Scheme for Full-time Tertiary Students – for full-time students pursuing publicly-funded post-secondary programmes (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students – for full-time students pursuing self-financing locally-accredited post-secondary programmes (NLSPS), and the Extended Non-means-tested Loan Scheme – for students pursuing part-time courses and continuing and professional education programmes (ENLS) are as follows-

Interest Received (\$ million)	Academic year					
	2009/10		2010/11		2011/12*	
	NGNL ¹	RAF ¹	NGNL ¹	RAF ¹	NGNL ¹	RAF ¹
NLSFT	32.02	17.67	32.07	18.28	11.81	7.88
NLSPS	28.43	16.46	32.51	19.44	13.43	9.53
ENLS	49.70	29.38	49.26	29.97	18.23	13.04

* As at 31 December 2011

¹ The amounts of interest received from NGNL interest rate and RAF in an academic year include interest demanded and received in the academic year concerned and interest demanded in the academic year concerned but received in subsequent years.

- 2) In the 2009/10 to 2011/12 academic years, the number of deferment applications received and approved under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), NLSFT, NLSPS, and ENLS are as follows-

	Academic Year		
	2009/10	2010/11	2011/12*
(A) TSFS			
(i) No. of deferment applications received	2 698	1 767	1 058
(ii) No. of deferment applications completed ^{Note}	2 959	1 850	642
(iii) No. of deferment cases approved	2 506	1 556	517
(iv) Approval Rate [(iii)/(ii)]	85%	84%	81%
(B) FASP			
(i) No. of deferment applications received	1 498	2 046	718
(ii) No. of deferment applications completed ^{Note}	1 513	2 051	479
(iii) No. of deferment cases approved	1 402	1 919	447
(iv) Approval Rate [(iii)/(ii)]	93%	94%	93%
(C) NLSFT			
(i) No. of deferment applications received	1 047	676	429
(ii) No. of deferment applications completed ^{Note}	1 132	713	244
(iii) No. of deferment cases approved	898	601	197
(iv) Approval Rate [(iii)/(ii)]	79%	84%	81%

	Academic Year		
	2009/10	2010/11	2011/12*
(D) NLSPS			
(i) No. of deferment applications received	2 796	2 245	1 686
(ii) No. of deferment applications completed ^{Note}	3 042	2 286	544
(iii) No. of deferment cases approved	2 658	1 949	439
(iv) Approval Rate [(iii)/(ii)]	87%	85%	81%
(E) ENLS			
(i) No. of deferment applications received	2 409	2 112	1 486
(ii) No. of deferment applications completed ^{Note}	2 749	2 119	1 040
(iii) No. of deferment cases approved	2 056	1 610	829
(iv) Approval Rate [(iii)/(ii)]	75%	76%	80%
(F) All Schemes [(A) to (E)]			
(i) No. of deferment applications received	10 448	8 846	5 377
(ii) No. of deferment applications completed ^{Note}	11 395	9 019	2 949
(iii) No. of deferment cases approved	9 520	7 635	2 429
(iv) Approval Rate [(iii)/(ii)]	84%	85%	82%

* As at 31 December 2011

Note : The number of cases completed in an academic year includes cases carried forward from the previous academic year and therefore has no direct relevance with the number of cases received in the academic year concerned. The number of cases completed comprises number of cases approved, rejected, and withdrawn cases handled.

- 3) In the 2009/10, 2010/11 and 2011/12 school years, the number of parents with children attending kindergarten-cum-child care centres who were eligible for full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme are appended below-

	2009/10 school year	2010/11 school year	2011/12 school year (up to 31.12.2011)
Children aged at 3 or above attending kindergarten classes	4 031	3 995	7 780
Children aged between 0 and 3 receiving whole-day child care services	689	607	822
Total:	4 720	4 602	8 602

For the 2011/12 school year, there is a considerable increase in the number of parents eligible for full fee remission as compared to previous years. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB229

Question Serial No.

0578

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
000 Operational expenses
228 Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education

Question:

- (a) The number of applications received and funds disbursed under the Student Travel Subsidy Scheme in the 2012/13 school year are estimated to be 230 968 and \$433.1 million. What are the respective estimates for primary and secondary school students and post-secondary students?
- (b) It is stated that the Agency will step up efforts to recover defaulted student loans and tackle the default problem during 2012-13. What are the details of and the estimates for such efforts?

Asked by: Hon. CHAN Tanya

Reply:

- (a) Breakdown on the estimated number of applications received and the amount of funds disbursed for the Student Travel Subsidy Scheme by levels of study in the 2012/13 school year is appended below-

Levels of study	Estimated number of applications	Estimated amount of funds to be disbursed (\$ million)
Primary level	50 527	65.7
Secondary level	125 788	214.2
Post-secondary level	54 653	153.2
Total:	230 968	433.1

- (b) The Agency will step up efforts to recover the outstanding loans from the defaulters and their indemnifiers. It will continue to reach out to the defaulters and advise them to approach the Agency to restructure their loans or to apply for deferment in repaying their loans if they have genuine financial hardship. Separately, it will continue to streamline the workflow of loan recovery, enhance the system to improve the case management process, and deploy more resources to expedite recovery of defaulted student loans, including referral of default cases to the Department of Justice (DoJ) and filing of claims directly to the Small Claims Tribunal.

In the 2012-13 financial year, the Agency will strengthen the manpower support in handling defaulted student loan cases in order to more expeditiously recover defaulted student loans through legal means and the relevant expenditure is estimated at \$4.5 million. The estimated cost of recovering every \$1 of defaulted student loans is about \$0.16. The Agency will closely monitor the number of cases handled and their progress, continuously assess the efficiency of the operation and the effectiveness of the measures, and work closely with DoJ to ensure that timely legal recovery action will be taken to recover defaulted student loans.

To further tackle the default problem, the Government has drawn up and announced a package of improvement measures on the operation of the non-means-tested loans for Phase 2 public consultation from 14 November 2011 to 29 February 2012. Improvement proposals include measures to reduce the repayment burden of students, prevent excessive borrowing by students, tighten the eligibility of courses and tackle the default problems. Taking into account the result of public consultation, the Government will finalise the package of improvement proposals and consult the Legislative Council Panel on Education before seeking funding approval of the Finance Committee by mid 2012. At the same time, the Financial Secretary announced in the 2012-13 Budget that the Government would review the interest rate mechanism for the means-tested living expenses loans. The above improvement measures will help alleviate the repayment burden of student loan borrowers, and thereby reduce default risk. Subject to the approval of the Finance Committee, the Government aims to implement the improvement measures to both the means-tested and non-means-tested loan schemes in phases starting from the 2012/13 academic year.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB230

Question Serial No.

0583

<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 and Hong Kong Design Institute of the Vocational Training Council, 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:

- (a) Please provide the number of students receiving financial assistance and the number of students provided with full assistance under the Tertiary Student Finance Scheme – Publicly-funded Programmes and the Financial Assistance Scheme for Post-secondary Students in different institutions over the past five academic years from 2007/08 to 2011/12.
- (b) Please provide the number of students who successfully applied for loans under the Non-means-tested Loan Schemes in different institutions over the past five academic years from 2007/08 to 2011/12.

Asked by: Hon. CHAN Tanya

Reply:

- (a) In the 2007/08 to 2011/12 academic years, the number of students receiving grant and the number of students provided with full grant under (i) the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS) and (ii) the Financial Assistance Scheme for Post-secondary Students (FASP) in different institutions are as follows-

(i) TSFS

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(A) City University of Hong Kong					
Number of students receiving grant	3 502	3 379	3 499	3 388	2 650
Number of students receiving full grant	1 122	1 092	1 184	1 167	1 696
(B) Hong Kong Baptist University					
Number of students receiving grant	1 721	1 632	1 592	1 654	1 423
Number of students receiving full grant	580	558	518	588	926
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council					
Number of students receiving grant	8 712	8 715	9 111	8 608	5 956
Number of students receiving full grant	3 267	3 385	3 595	3 393	4 020
(D) Hong Kong University of Science and Technology					
Number of students receiving grant	1 792	1 648	1 640	1 642	1 382
Number of students receiving full grant	522	495	553	601	858
(E) Lingnan University					
Number of students receiving grant	945	922	972	922	798
Number of students receiving full grant	321	313	344	326	507
(F) The Chinese University of Hong Kong					
Number of students receiving grant	3 267	3 087	3 146	3 216	2 590
Number of students receiving full grant	1 075	1 071	1 100	1 140	1 625
(G) The Hong Kong Academy of Performing Arts					
Number of students receiving grant	176	155	143	144	117
Number of students receiving full grant	64	52	59	51	70

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(H) The Hong Kong Institute of Education					
Number of students receiving grant	1 010	1 020	1 165	1 288	1 153
Number of students receiving full grant	376	382	444	492	775
(I) The Hong Kong Polytechnic University					
Number of students receiving grant	4 577	4 404	4 696	4 798	4 007
Number of students receiving full grant	1 473	1 406	1 521	1 611	2 477
(J) The Prince Philip Dental Hospital					
Number of students receiving grant	12	13	14	17	9
Number of students receiving full grant	2	3	7	7	4
(K) The University of Hong Kong					
Number of students receiving grant	2 565	2 361	2 311	2 224	1 775
Number of students receiving full grant	795	746	780	771	1 126
Total					
Number of students receiving grant	28 279	27 336	28 289	27 901	21 860
Number of students receiving full grant	9 597	9 503	10 105	10 147	14 084

* As at 31 December 2011. Figures represent the number of students offered with grant/full grant. The number and percentage of students with full grant have increased as a result of the relaxation of income ceiling for full level of assistance under the means test in 2011/12.

(ii) FASP

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education					
Number of students receiving grant	1 814	2 012	2 430	2 652	1 385
Number of students receiving full grant	712	695	924	1079	979

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education					
Number of students receiving grant	458	514	738	1 106	667
Number of students receiving full grant	192	222	304	479	506
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ School of Business and Information Systems of the Vocational Training Council					
Number of students receiving grant	5 564	5 545	5 698	5 079	3 543
Number of students receiving full grant	2 172	2 191	2 296	2 069	2 470
(D) Hong Kong University of Science and Technology					
Number of students receiving grant	2	14	5	1	1
Number of students receiving full grant	0	2	3	0	1
(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education					
Number of students receiving grant	325	364	505	774	428
Number of students receiving full grant	153	159	201	343	318
(F) The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies					
Number of students receiving grant	978	901	986	1 425	927
Number of students receiving full grant	443	399	427	604	671
(G) The Hong Kong Institute of Education					
Number of students receiving grant	69	85	137	200	104
Number of students receiving full grant	30	24	58	89	83
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development					
Number of students receiving grant	1 621	2 042	2 861	3 268	2 585
Number of students receiving full grant	629	730	1 070	1 205	1 621

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College					
Number of students receiving grant	1 831	1 888	2 081	2 481	1 514
Number of students receiving full grant	719	744	870	1 098	1 107
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education					
Number of students receiving grant	613	1 313	1 761	1 954	1 159
Number of students receiving full grant	267	509	665	764	739
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers					
Number of students receiving grant	337	318	343	490	262
Number of students receiving full grant	155	137	146	224	195
(L) Hong Kong Institute of Technology					
Number of students receiving grant	123	65	68	76	35
Number of students receiving full grant	34	34	36	36	28
(M) Hang Seng Management College/ Hang Seng School of Commerce					
Number of students receiving grant	139	132	137	270	210
Number of students receiving full grant	55	48	44	84	138
(N) Tung Wah College					
Number of students receiving grant	0	0	0	0	17
Number of students receiving full grant	0	0	0	0	15
(O) Hong Kong College of Technology					
Number of students receiving grant	354	392	370	309	170
Number of students receiving full grant	155	161	157	132	119

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(P) Hong Kong Shue Yan University					
Number of students receiving grant	1 290	1 464	1 600	1 602	1 384
Number of students receiving full grant	437	469	540	563	866
(Q) Chu Hai College of Higher Education					
Number of students receiving grant	208	330	438	456	344
Number of students receiving full grant	101	141	181	195	239
(R) Hong Kong Art School					
Number of students receiving grant	10	7	10	13	7
Number of students receiving full grant	3	2	3	5	6
(S) Hong Kong Central College					
Number of students receiving grant	15	22	31	23	11
Number of students receiving full grant	11	13	15	8	6
(T) Yew Chung Community College					
Number of students receiving grant	0	1	1	1	1
Number of students receiving full grant	0	1	1	1	1
(U) The Hospital Authority					
Number of students receiving grant	0	131	227	287	196
Number of students receiving full grant	0	54	92	111	144

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(V) Savannah College of Arts and Design, Inc.					
Number of students receiving grant	0	0	0	0	1
Number of students receiving full grant	0	0	0	0	1
Total					
Number of students receiving grant	15 751	17 540	20 427	22 467	14 951
Number of students receiving full grant	6 268	6 735	8 033	9 089	10 253

* As at 31 December 2011. Figures represent the number of students offered with grant/full grant. The number and percentage of students with full grant have increased as a result of the relaxation of income ceiling for full level of assistance under the means test in 2011/12.

- (b) In the 2007/08 to 2011/12 academic years, the number of students receiving non-means-tested loans under (i) the Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students who are covered under the TSFS) (NLSFT) and (ii) the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under the FASP) (NLSPS) in different institutions are as follows-

(i) NLSFT

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(A) City University of Hong Kong	808	920	902	857	540
(B) Hong Kong Baptist University	429	496	503	506	376
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	749	830	1 044	968	627
(D) Hong Kong University of Science and Technology	386	411	433	450	318
(E) Lingnan University	259	283	273	258	176
(F) The Chinese University of Hong Kong	643	728	773	774	592
(G) The Hong Kong Academy for Performing Arts	84	93	89	84	77

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(H) The Hong Kong Institute of Education	286	322	348	350	212
(I) The Hong Kong Polytechnic University	856	1 022	1 097	965	730
(J) The Prince Philip Dental Hospital	5	2	1	3	6
(K) The University of Hong Kong	783	829	885	799	570
Total	5 288	5 936	6 348	6 014	4 224

* As at 31 December 2011

(ii) NLSPS

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(A) City University of Hong Kong/ Community College of City University/ School of Continuing and Professional Education	833	853	922	1 012	694
(B) Hong Kong Baptist University/ School of Continuing Education/ College of International Education	294	341	455	646	515
(C) Hong Kong Institute of Vocational Education/ Hong Kong Design Institute/ School for Higher and Professional Education/ School of Business and Information Systems of the Vocational Training Council	1 861	1 554	1 554	1 412	1 074
(D) Hong Kong University of Science and Technology	0	1	0	3	2
(E) Lingnan University/ The Community College at Lingnan University/ Lingnan Institute of Further Education	196	190	296	392	354
(F) The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College/ School of Continuing and Professional Studies	531	419	478	648	531

Institution	Academic Year				
	2007/08	2008/09	2009/10	2010/11	2011/12*
(G) The Hong Kong Institute of Education	58	48	89	129	128
(H) The Hong Kong Polytechnic University/ Hong Kong Community College/ School of Professional Education and Executive Development	770	885	1 257	1 371	1 160
(I) The University of Hong Kong/ HKU SPACE Community College/ HKU Space Po Leung Kuk Community College	819	705	857	1 124	821
(J) The Open University of Hong Kong/ Li Ka Shing Institute of Professional and Continuing Education	379	660	811	896	651
(K) Caritas Institute of Higher Education/ Caritas Bianchi College of Careers	280	201	186	220	138
(L) Hong Kong Institute of Technology	63	31	40	33	19
(M) Hang Seng Management College/ Hang Seng School of Commerce	49	27	36	143	144
(N) Tung Wah College	0	0	0	0	13
(O) Hong Kong College of Technology	162	179	202	170	109
(P) Hong Kong Shue Yan University	616	566	630	553	490
(Q) Chu Hai College of Higher Education	115	140	169	165	160
(R) Hong Kong Art School	18	7	9	15	8
(S) Hong Kong Central College	6	10	11	2	2
(T) Yew Chung Community College	0	0	0	0	1
(U) The Hospital Authority	0	38	64	91	62
(V) Savannah College of Arts and Design, Inc.	0	0	0	0	10
(W) Sacred Heart Canossian College of Commerce	0	0	0	0	14
Total	7 050	6 855	8 066	9 025	7 100

* As at 31 December 2011

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB231

Question Serial No.

0584

<u>Head:</u>	173	Student Financial Assistance Agency	<u>Subhead</u> (No. & title):
			000 Operational expenses
			228 Student financial assistance
	254	Loans to Students	102 Non-means-tested loan scheme
			103 Means-tested loan for post-secondary students
			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:

- (a) The Student Financial Assistance Agency (SFAA) stated that it would continue to develop the integrated student financial assistance system to support the administration of all student financial assistance schemes as well as scholarships and merit award schemes in 2012-13. What are the details of the work involved and the estimated expenditure?
- (b) The SFAA stated that it would implement the improvement measures on the operation of Non-means-tested Loan Schemes and Financial Assistance Scheme for Post-secondary Students following the Review of the Non-means-tested Loan Schemes. What are the details of the improvement measures and the estimated expenditure?
- (c) The SFAA stated that there would be an increase of 125 permanent posts in 2012-13. How much expenditure will be incurred? Please set out in details the duties and monthly salary of the new posts. How many of them are responsible for handling grants and loans and how many are responsible for recovering loans?

Asked by: Hon. CHAN Tanya

Reply:

- (a) SFAA has completed the tendering process and awarded the contract for the implementation of the Integrated Student Financial Assistance System (ISFAST) in December 2011. The system analysis and design stage is now underway and will be followed by the implementation stage. The system is expected to start operation by phases from 2013-14 to 2015-16 as scheduled. The total non-recurrent expenditure for the implementation of ISFAST is about \$65.37 million while the estimated total recurrent expenditure of operating the new system is about \$13.78 million in a full year.

- (b) The Government launched the Phase 2 public consultation on the improvement proposals on the operation of the non-means-tested loan schemes and at the same time proposed some improvements to the Financial Assistance Scheme for Post Secondary Students in November last year. Improvement proposals include-

Proposals on the Non-Means-tested Loan Schemes (NLS)

(A) Ease the repayment burden of student loan borrowers

- (1) Reduce the risk-adjusted factor rate of the three schemes to zero, and review the situation after three years;
- (2) Extend the standard repayment period of non-means-tested loans from 10 years to 15 years;
- (3) Relax the deferment arrangements such that those borrowers whose applications for deferment have been approved would be allowed an extension of loan repayment period without interest during the approved deferment period, subject to a maximum of two years;
- (4) Revise the repayment interval from quarterly to monthly basis;

(B) Reduce excessive borrowing of loan borrowers and ensure the quality of eligible courses

- (5) Cap the loan amount in respect of each programme at the level of tuition fee payable for all the three schemes;
- (6) Impose a life-time loan limit of \$300,000, with annual price adjustment mechanism;
- (7) Remove the age limit from the Non-means-tested Loan Scheme for Post-secondary Students;
- (8) Suitably revise the course eligibility criteria of Extended Non-means-tested Loan Scheme to restrict the eligible courses to those with a reasonable degree of quality assurance;

(C) Tackle the student loan default problem more effectively

- (9) Sharing the negative data of defaulters with the credit reference agency under clearly defined circumstances; and
- (10) Requiring the more mature first-time loan borrowers to produce credit reports for assessment of credit worthiness.

Proposals on the Financial Assistance Scheme for Post-secondary Students (FASP)

- (1) Relax the age limit from 25 to 30 years of age;
- (2) Remove the requirements / restrictions relating to prior academic qualifications; and
- (3) Remove the repayment requirement of FASP grants.

The public consultation will end on 29 February 2012. Taking into account the result of public consultation, the Government will finalise the package of improvement proposals and consult the Legislative Council Panel on Education before seeking funding approval of the Finance Committee by mid 2012. Subject to the approval of the Finance Committee, the Government aims to implement the improvement proposals in phases starting from the 2012/13 academic year.

The improvement proposals would have financial implications on the receipts and payouts of NLS loans and FASP grants and loans. Should there be other additional resource requirements, we will work them out when the improvement proposals and implementation schedules are finalised.

- (c) The total estimated expenditure for the increase of 125 permanent posts in 2012-13 is about \$32.7 million. Amongst these 125 permanent posts to be created in 2012-13, 87 will be deployed to handle various student financial assistance schemes, 28 for the recovery of defaulted loans and the remaining 10 for strengthening the management structure of the SFAA and providing general office administration support. The duties and monthly salaries of the 125 permanent posts are shown as below-

No. of Post	Rank (No. of Post)	Monthly mid-point salary per post*	Duties / Scope of Responsibilities
87	Executive Officer I (4)	\$47,135	To receive and process applications, answer enquiries, conduct authentication and arrange disbursement of grants / loans in connection with various student financial assistance schemes, and to cope with the upsurge of workload arising from increase in public-funded post-secondary places under the New Academic Structure.
	Executive Officer II (7)	\$31,210	
	Senior Clerical Officer (6)	\$35,785	
	Clerical Officer (8)	\$27,030	
	Assistant Clerical Officer (31)	\$16,855	
	Clerical Assistant (31)	\$13,145	
28	Executive Officer II (5)	\$31,210	To conduct default loan analysis, process applications from loan defaulters for loan re-structuring, initiate legal actions against defaulters / indemnifiers and handle enquiries from defaulters.
	Clerical Officer (5)	\$27,030	
	Assistant Clerical Officer (9)	\$16,855	
	Clerical Assistant (9)	\$13,145	

No. of Post	Rank (No. of Post)	Monthly mid-point salary per post*	Duties / Scope of Responsibilities
10	Chief Executive Officer (1)	\$89,075	To lead and supervise new functional divisions / units set up upon the implementation of the Integrated Student Financial Assistance System and to provide general office administration support.
	Senior Executive Officer (1)	\$65,300	
	Senior Treasury Accountant (1)	\$89,075	
	Executive Officer II (1)	\$31,210	
	Senior Clerical Officer (1)	\$35,785	
	Clerical Officer (1)	\$27,030	
	Assistant Clerical Officer (1)	\$16,855	
	Clerical Assistant (3)	\$13,145	

* The monthly mid-point salaries of each rank are used.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB232

Question Serial No.

0719

Head: 173 Student Financial Assistance Agency
254 Loans to Students

Subhead (No. & title):
228 Student financial assistance

101 Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts

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:

- (a) The estimate for grants and loans under the Tertiary Student Finance Scheme – Publicly-funded Programmes in the 2012/13 academic year amounts to \$1,506 million. What are the respective estimate for grants and loans and their respective percentage against the total funds to be disbursed?
- (b) The estimate for grants and loans under the Financial Assistance Scheme for Post-secondary Students in the 2012/13 academic year amounts to \$1,377.9 million. What are the respective estimate for grants and loans and their respective percentage against the total funds to be disbursed?

Asked by: Hon. CHAN Tanya

Reply:

- (a) The estimated expenditure on grants and loans under the Tertiary Student Finance Scheme – Publicly-funded Programmes for the 2012/13 academic year are \$1,141.5 million (75.8%) and \$364.5 million (24.2%) respectively.
- (b) The estimated expenditure on grants and loans under the Financial Assistance Scheme for Post-secondary Students for the 2012/13 academic year are \$1,052.5 million (76.4%) and \$325.4 million (23.6%) respectively.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB233**

Question Serial No.

0720

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 171 of the Budget Speech 2012-13, the Financial Secretary states, "To give greater support to students from low-income families, the Government introduced various measures in the 2011/12 academic year, including relaxing the income ceiling for full level of assistance under the means test mechanism, adjusting the tiers of assistance, increasing school textbook assistance, enhancing the Examination Fee Remission Scheme and the Kindergarten and Child Care Centre Fee Remission Scheme, etc. The subsidy disbursed to each secondary or primary student who benefits from these measures will increase by 30 per cent to \$5,000 a year on average, and the average grant per post-secondary student is also expected to increase by nearly 20 per cent to \$38,000." What is the expenditure involved for each of the above assistance?

Asked by: Hon. CHAN Tanya

Reply:

The actual expenditure of various student financial assistance schemes, from pre-primary to post-secondary levels, in the 2010/11 academic year, and the respective expenditure in the 2011/12 academic year after the implementation of various improvement measures are shown in the table below-

Student Financial Assistance Schemes	Actual grant expenditure in the 2010/11 academic year (\$ million)	Revised Estimate of grant expenditure for the 2011/12 academic year (\$ million)	Cumulative expenditure in the 2011/12 academic year (\$ million) (up to 31.12.2011)
Kindergarten and Child Care Centre Fee Remission Scheme	239.0	447.3	160.1 ^(Note 1)
School Textbook Assistance Scheme	440.6	632.6	629.7
Student Travel Subsidy Scheme	352.0	427.4	307.0 ^(Note 2)
Subsidy Scheme for Internet Access Charges	150.7	182.1	177.7
Examination Fee Remission Scheme	7.5	71.8	0 ^(Note 3)
Tertiary Student Finance Scheme - Publicly-funded Programmes	830.1	950.4	632.12 ^(Note 4)
Financial Assistance Scheme for Post-secondary Students	792.8	953.0	482.6 ^(Note 4)

Note 1: Fee remission is arranged on a monthly basis. The figure as shown above represents the fee remission amount for five months only.

Note 2: Further disbursement of travel subsidy to students at the post-secondary level is expected in the coming few months.

Note 3: Reimbursement of examination fee amounting of \$71.8 million is effected in February 2012 after verification of the eligibility of the school candidates.

Note 4: Approved grants are normally paid in 2 equal instalments. The figure shown above does not reflect in full the payment of second instalments which are normally effected in late December to January.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB234

Question Serial No.

0903

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:

Please provide the number of students receiving textbook assistance at the full rate in each district in the 2011/12 academic year.

Asked by: Hon. CHAN Tanya

Reply:

In the 2011/12 academic year up to 31 December 2011, a total of 265 637 students have received textbook assistance under the School Textbook Assistance Scheme. Among them, 150 320 are eligible for full grant and 115 317 are eligible for half grant. The number of students receiving textbook assistance at the full rate according to the districts in which their schools are located is set out below-

Area	District that the students' schools are located	No. of students receiving full-grant textbook assistance*
Hong Kong Island	Central and Western	2 008
	Eastern	7 721
	Southern	3 658
	Wan Chai	1 859
Hong Kong Island subtotal:		15 246
Kowloon	Kowloon City	7 349
	Kwun Tong	15 253
	Sham Shui Po	9 958
	Wong Tai Sin	9 534
	Yau Tsim Mong	5 550
Kowloon subtotal:		47 644

Area	District that the students' schools are located	No. of students receiving full-grant textbook assistance*
New Territories	Islands	3 229
	Kwai Tsing	13 728
	North	10 066
	Sai Kung	7 654
	Sha Tin	11 489
	Tai Po	6 206
	Tsuen Wan	5 061
	Tuen Mun	12 871
	Yuen Long	17 126
New Territories subtotal:		87 430
Total		150 320

* position up to 31 December 2011

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

Reply Serial No.

EDB235

Question Serial No.

0904

<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 and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts
		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:

Among the primary, secondary and post-secondary students receiving financial assistance from the Student Financial Assistance Agency, how many are from families in receipt of Comprehensive Social Security Assistance?

Asked by: Hon. CHAN Tanya

Reply:

In the 2010/11 and 2011/12 academic years, the number of successful applications from families in receipt of Comprehensive Social Security Assistance (CSSA) 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	
	2010/11	2011/12*
TSFS	5 573	4 898
FASP	5 852	4 659

* Position as at 31 December 2011

Primary and secondary students from families in receipt of CSSA are eligible for school grants under the CSSA Scheme, which cover selected school-related expenses (i.e. books, stationery, minor one-off expenses etc.), fares to and from schools, examination fee remission and meal allowance, and the households concerned are eligible for subsidy for Internet access charges. To prevent double subsidy, these students will not be provided with financial assistance from the Student Financial Assistance Agency (SFAA). At present, there is a well-established communication channel between SFAA and the Social Welfare Department to guard against duplicate payment of assistance.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB236

Question Serial No.

0905

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
228 Student financial assistance
254 Loans to Students 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:

In the 2010/11 and 2011/12 academic years, what are the number of applications for the Financial Assistance Scheme for Post-secondary Students from students pursuing sub-degree and degree programmes respectively?

Asked by: Hon. CHAN Tanya

Reply:

The number of applications from students pursuing sub-degree and degree / top-up degree programmes under the Financial Assistance Scheme for Post-secondary Students in the 2010/11 and 2011/12 academic years are set out below-

Academic Year	Number of Applications		
	Sub-degree	Degree / Top-up degree	Total
2010/11	21 837	6 296	28 133
2011/12*	20 638	6 867	27 505

* Position as at 31 December 2011

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB237

Question Serial No.

2878

<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 and Hong Kong Design Institute of the Vocational Training Council, 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	
			201	Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, 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:

- (a) In the 2010/11 academic year, the Student Financial Assistance Agency (SFAA) disbursed over \$4.6 billion through various subsidy and loan schemes. How many kindergarten students, primary school students, secondary school students and post-secondary students were benefited from the scheme? Please provide a breakdown by types of students, amount of subsidies and modes of attendance (full-time/part-time or whole-day/half-day).
- (b) Please inform this Committee of the average loan amount of post-secondary students under the loan schemes of SFAA and the repayment situation. Please also provide the number and percentage of bad debt or late repayment cases for the past 3 years.

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The breakdown of the number of student beneficiaries by levels of study and the amount of grant and / or loan disbursed in the 2010/11 academic year is set out in the table below -

Levels of Study	Number of beneficiaries	Total amount of grants disbursed (\$ million)	Total amount of means-tested loans disbursed (\$ million)	Total amount of non-means-tested loans disbursed (\$ million)
Children aged below 3 receiving whole-day child care services	2 963	59.7	Not applicable	
Pre-primary #				
- half-day	8 699	24.1		
- whole-day	16 286	155.2		
Primary	105 406	292.1		
Secondary	160 666	606.9		
Post-secondary	61 607*	1,731.8	516.3	758.1
Other students pursuing part-time courses and continuing & professional education programmes	11 403	Not applicable		473.6
Total	367 030	2,869.8	516.3	1,231.7
Total amount of grants and loans disbursed (\$ million) :				4,617.8

Financial assistance for pre-primary children above 3 attending kindergartens refer to means-tested fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme. Non-means-tested fee subsidy from the Pre-primary Education Voucher Scheme (PEVS) to all children attending kindergartens eligible PEVS is disbursed under Head 156 Education Bureau.

* including 11 089 students receiving non-means-tested loan only.

- (b) In the 2010/11 academic year, the average loan amounts disbursed and the average quarterly repayment amounts 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 who are covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing part-time courses and continuing and professional education programmes) (ENLS) are as follows-

2010/11 Academic Year	Amount (\$)
(A) TSFS (Loans are to cover living expenses)	
(i) Average loan amounts disbursed within the year+	25,594
(ii) Average quarterly repayment of all repaying accounts *	2,778
(B) FASP (loans are to cover living expenses)	
(i) Average loan amounts disbursed within the year+	26,177
(ii) Average quarterly repayment of all repaying accounts *	1,251
(C) NLSFT (loans are to cover tuition fees)	
(i) Average loan amounts disbursed within the year+	35,673
(ii) Average quarterly repayment of all repaying accounts *	2,286
(D) NLSPS (loans are to cover tuition fees, academic expenses and living expenses)	
(i) Average loan amounts disbursed within the year+	60,228
(ii) Average quarterly repayment of all repaying accounts *	3,009
(E) ENLS (loans are to cover tuition fees)	
(i) Average loan amounts disbursed within the year+	41,535
(ii) Average quarterly repayment of all repaying accounts *	1,443

+ The figures denote the loan amount disbursed in the 2010/11 academic year. 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 July 2011.

Regarding TSFS, FASP, NLSFT, NLSPS and ENLS, the latest figures on default cases and the amount involved is as follows-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of default cases	2 796	2 297	2 015
No. of write-off cases (Note)	18	18	10
No. of loan repayment accounts	37 577	34 231	31 653
Default rate in terms of accounts	7.44%	6.71%	6.37%
Write-off rate in terms of accounts §	0.05%	0.05%	0.03%
(B) FASP			
No. of default cases	972	1 146	1 050
No. of write-off cases (Note)	4	4	2
No. of loan repayment accounts	10 470	13 352	18 358
Default rate in terms of accounts	9.28%	8.58%	5.72%
Write-off rate in terms of accounts §	0.04%	0.03%	0.01%

	Academic year		
	2009/10	2010/11	2011/12*
(C) NLSFT			
No. of default cases	1 946	1 641	1 424
No. of write-off cases (Note)	4	6	6
No. of loan repayment accounts	22 035	21 410	23 001
Default rate in terms of accounts	8.83%	7.66%	6.19%
Write-off rate in terms of accounts §	0.02%	0.03%	0.03%
(D) NLSPS			
No. of default cases	1 909	2 000	1 771
No. of write-off cases (Note)	3	3	2
No. of loan repayment accounts	13 797	16 331	22 227
Default rate in terms of accounts	13.84%	12.25%	7.97%
Write-off rate in terms of accounts §	0.02%	0.02%	0.01%
(E) ENLS			
No. of default cases	9 751	9 440	8 337
No. of write-off cases (Note)	45	48	16
No. of loan repayment accounts	55 627	61 148	66 941
Default rate in terms of accounts	17.53%	15.44%	12.45%
Write-off rate in terms of accounts §	0.08%	0.08%	0.02%
Total			
No. of default cases	17 374	16 524	14 597
No. of write-off cases (Note)	74	79	36
No. of loan repayment accounts	139 506	146 472	162 180
Default rate in terms of accounts	12.45%	11.28%	9.00%
Write-off rate in terms of accounts §	0.05%	0.05%	0.02%

* As at 31 December 2011

Note: The outstanding student loans above were written off because they were irrecoverable mainly due to the decease of the loan borrower or bankruptcy of both the loan borrower and the indemnifier(s).

§ 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: _____ 28 February 2012

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

EDB238

Question Serial No.

2879

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:

- (a) In 2010-11, there were 42 940 students applying for fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). Please advise on the number of applications from families in receipt of Comprehensive Social Security Assistance (CSSA).
- (b) For each year in the past three years, please advise on the proportion of students receiving fee remission under KCFRS who were from CSSA families.

Asked by: Hon. CHEUNG Kwok-che

Reply:

(a) and (b)

Pre-primary children in receipt of CSSA can apply direct to the Student Financial Assistance Agency (SFAA) for joining the Pre-primary Education Voucher Scheme (PEVS) since the 2009/10 school year, as with other children at the age appropriate for pre-primary education. Those found eligible will be issued with the Certificates of Eligibility for PEVS from SFAA so that the PEVS kindergartens in which the children attend can redeem the voucher from the Education Bureau and the children can benefit from fee subsidy from PEVS. If financial assistance on top of the subsidy from PEVS is required to cover the tuition fee, parents of these CSSA children should apply to the Social Security Field Unit of the Social Welfare Department (SWD) for school grants under the CSSA Scheme to cover the kindergarten fees. To prevent double subsidy, children in receipt of school grants under the CSSA Scheme will not be provided with fee remission from KCFRS for the same period. At present, there is a well-established communication channel between SFAA and SWD to guard against duplicate payment of assistance.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB239

Question Serial No.

0371

<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 and Hong Kong Design Institute of the Vocational Training Council, 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:

- (a) After relaxation of the income ceiling, what will be the monthly ceiling for a four-member family to receive full level of assistance?
- (b) For the 2010/11 and 2011/12 academic years, what were the lowest, average, median and highest loan amounts disbursed under the Financial Assistance Scheme for Post-secondary Students, Tertiary Student Finance Scheme – Publicly-funded Programmes and Non-means-tested Loan Schemes each year?

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) Starting from the 2011/12 academic year, the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency has been relaxed. The monthly income limit for a four-member family to receive full level of assistance is \$13,800 in 2011/12. This limit is equivalent to 58% of the median monthly household income of a 4-member household in the second quarter of 2010.
- (b) In the 2010/11 to 2011/12 academic years, the lowest, average, median and highest loan amounts disbursed 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 who are covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing part-time courses and continuing and professional education programmes) (ENLS) are as follows-

Loan amount disbursed within the year(\$) ⁺	Academic year	
	2010/11	2011/12 (as at 31 December 2011)*
(A) TSFS (loans are to cover living expenses)		
Lowest	740	945
Average	25,594	23,693
Median	30,000	18,980
Highest**	55,870	56,940
(B) FASP (loans are to cover living expenses)		
Lowest	745	1,000
Average	26,177	27,054
Median	30,917	28,470
Highest**	60,610	56,940
(C) NLSFT (loans are to cover tuition fees)		
Lowest	2,610	5,000
Average	35,673	36,267
Median	42,100	42,100
Highest	42,100	42,100
(D) NLSPS (loans are to cover tuition fees, academic expenses and living expenses)		
Lowest	1,120	1,370
Average	60,228	60,075
Median	60,000	51,000
Highest	143,710	278,960
(E) ENLS (loans are to cover tuition fees)		
Lowest	2,700	2,320
Average	41,535	30,447
Median	29,500	39,000
Highest	790,000	500,000

+ The figures in the table denote the loan amount 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.

* Loans under TSFS, FASP, NLSFT and NLSPS are normally paid in 2 equal instalments. The date of payment for the second instalment normally falls within the period from December to January, depending on the due dates of the second instalment of tuition fee of different institutions. The figures shown under the schemes concerned do not reflect in full the payment of the second instalment of the loans.

** Under TSFS and FASP, some applicants, e.g. disabled applicants, might be offered loans at an amount higher than the maximum loan amount of an academic year on a discretionary basis. The loan amount in such cases is capped by 150% of the maximum loan amount in the case of TSFS, or the tuition fee grant ceiling in the case of FASP of the academic year concerned.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB240

Question Serial No.

0373

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 as well as the number of default cases and the amount involved in respect of the following students under the non-means-tested loan schemes in the 2010/11 and 2011/12 academic years:

- (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; and
- (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 the 2010/11 and 2011/12 academic years, the number of applications approved, the amount of loans approved as well as the number of default cases and the amount involved in respect of each of the nine categories of eligible courses/course providers under the Extended Non-means-tested Loan Scheme (for students pursuing part-time courses and continuing and professional education programmes) are as follows-

	Academic year	
	2010/11	2011/12*
(a) Category 1 – Courses offered by the Open University of Hong Kong		
Number of applications approved	467	252
Amount of loans approved (\$ million)	10.56	6.32
Number of default cases	547	470
Amount in default (\$ million)	7.92	6.73
(b) Category 2 – Courses offered by the Hong Kong Shue Yan University		
Number of applications approved	8	2
Amount of loans approved (\$ million)	0.35	0.16
Number of default cases	24	19
Amount in default (\$ million)	0.64	0.59
(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	2 479	1 852
Amount of loans approved (\$ million)	111.44	89.43
Number of default cases	1 126	969
Amount in default (\$ million)	16.78	14.84
(d) Category 4 – Project Yi Jin		
Number of applications approved	3 627	820
Amount of loans approved (\$ million)	87.99	16.33
Number of default cases	1 474	1 252
Amount in default (\$ million)	11.74	10.27
(e) Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)		
Number of applications approved	3 361	2 137
Amount of loans approved (\$ million)	181.56	114.65
Number of default cases	1 477	1 251
Amount in default (\$ million)	28.79	25.31

	Academic year	
	2010/11	2011/12*
(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	2 106	719
Amount of loans approved (\$ million)	72.90	25.54
Number of default cases	4 423	4 052
Amount in default (\$ million)	44.60	42.87
(g) Category 7 – Courses offered by Post Secondary Colleges registered under the Post Secondary Colleges Ordinance (Chapter 320)		
Number of applications approved	53	58
Amount of loans approved (\$ million)	2.02	2.43
Number of default cases	11	9
Amount in default (\$ million)	0.10	0.09
(h) Category 8 – Training or development courses provided or funded by statutory bodies		
Number of applications approved	123	55
Amount of loans approved (\$ million)	2.61	1.17
Number of default cases	250	204
Amount in default (\$ million)	2.00	1.76
(i) Category 9 – Continuing and professional education courses offered by other institutions approved by the Controller, Student Financial Assistance Agency		
Number of applications approved	404	139
Amount of loans approved (\$ million)	17.01	5.88
Number of default cases	671	598
Amount in default (\$ million)	8.62	7.85
Total		
Number of applications approved	12 628	6 034
Amount of loans approved (\$ million)	486.44	261.91
Number of default cases (Note)	9 440	8 337
Amount in default (\$ million)	121.19	110.31

* As at 31 December 2011

Note: A defaulter may default repayment in respect of more than one loan drawn down for courses from more than one category and therefore the total number of default cases is not equal to the sum of the numbers of default cases in each category. The number of default cases is the position as at the end of the academic year concerned, unless otherwise specified.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB241

Question Serial No.

0374

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 and Hong Kong Design
Institute of the Vocational Training
Council, 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:

What was the interest income generated annually from various kinds of loans between the 2010/11 and 2011/12 academic years?

Asked by: Hon. CHEUNG Man-kwong

Reply:

In the 2010/11 and 2011/12 academic years, the amounts of interest received 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 who are covered under the TSFS (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students – for full-time students who are covered under FASP (NLSPS), and the Extended Non-means-tested Loan Scheme – for students pursuing part-time courses and continuing and professional education programmes (ENLS) are as follows-

	Academic Year	
	2010/11 (\$ million)	2011/12 * (\$ million)
TSFS	21.76	8.19
FASP	6.03	2.70
NLSFT	52.35	18.21
NLSPS	51.99	20.92
ENLS	90.00	33.66

* As at 31 December 2011

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB242

Question Serial No.

0375

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:

- (a) How many students applied for tuition fee reimbursement under the Project Yi Jin from the 2010/11 to 2011/12 school years and what was the expenditure involved? How many were fully reimbursed and how many were reimbursed up to 30% of the tuition fee?
- (b) It is announced in the 2012-13 Budget Speech that a new programme modelled on the Project Yi Jin will be implemented. What is the annual provision involved and how many places will be offered under this programme?

Asked by: Hon.CHEUNG Man-kwong

Reply:

- (a) The number of applications for tuition fee reimbursement under Project Yi Jin and the amount of fees reimbursed for the 2010/11 and 2011/12 school years are set out below-

	2010/11 #	2011/12*
Number of applications for tuition fee reimbursement	18 922	6 395
100% fee reimbursement	3 428	1 013
30% fee reimbursement	15 494	5 382
Total amount of fees reimbursed (\$ million)	165.5	44.2
100% fee reimbursement	79.8	23.1
30% fee reimbursement	85.7	21.1

Provisional figures as at 31 December 2011. Reimbursement applications for the 2010/11 school year are still being processed.

* Estimated figures; since tuition fees are reimbursed to eligible students upon their completion of the courses, tuition fee reimbursement for the 2011/12 school year will only be made in the 2012-13 financial year and the actual figures will only be available by March 2013.

- (b) For budgetary purpose, it is estimated that about 15 000 places will be offered each year under the new programme to be modelled on Project Yi Jin. The Financial Secretary announced in the Budget Speech for 2012-13 that \$1 billion will be earmarked for implementing the new programme. It is estimated that the sum will be sufficient to cover the Government's expenditure for the programme in the first five years of implementation. The expenditure is expected to be mainly on reimbursement of tuition fees for eligible students.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB243**

Question Serial No.

0376

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:

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 2010/11 to 2011/12. 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 approved course providers at designated centres. The approved course providers will arrange to offer sufficient places to cater for demand as far as possible and having regard to their resources. The enrolment figures, the number of students who withdrew from the courses, and the numbers of successful cases of full, 50% and 30% fee reimbursement in the 2010/11 and 2011/12 school years are as follows-

School year	Level of study	Enrolment	Number of student withdrawals from the courses	Number of successful cases of fee reimbursement			
				Full reimbursement	50% reimbursement	30% reimbursement	Total
2010/11*	Secondary 1	62	45	4	4	9	17
	Secondary 2	73	50	5	3	11	19
	Secondary 3	203	132	10	6	39	55
	Secondary 4	499	243	29	28	112	169
	Secondary 5	637	256	46	62	202	310
	Secondary 6	333	95	38	44	100	182
	Secondary 7	251	41	30	56	87	173
	Total	2 058	862	162	203	560	925
2011/12@^	Secondary 1	50	18	5	4	13	22
	Secondary 2	87	20	8	7	22	37
	Secondary 3	162	63	14	12	39	65
	Secondary 4	402	105	42	31	107	180
	Secondary 5	400	91	43	32	108	183
	Secondary 6	315	39	36	27	93	156
	Secondary 7	291	31	32	24	83	139
	Total	1 707	367	180	137	465	782

* Provisional figures as at 31 December 2011. Reimbursement applications for the 2010/11 school year are still being processed.

@The enrolment and withdrawal figures for the 2011/12 school year show the position as at 31 December 2011.

^ The numbers of successful cases of fee reimbursement for the 2011/12 school year are estimated figures. Since fees are reimbursed to eligible students upon their completion of the courses, tuition fee reimbursement for the 2011/12 school year will only be made in the 2012-13 financial year and the actual figures will only be available by March 2013.

Signature: _____
Name in block letters: _____ Ms Nancy SO
Post Title: _____ Controller, Student Financial Assistance Agency
Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB244**

Question Serial No.

0382Head: 173 Student Financial
Assistance AgencySubhead (No. & title):

254 Loans to Students

201 Students of the universities, the
Hong Kong Institute of Vocational
Education and Hong Kong Design
Institute of the Vocational Training
Council, Prince Philip Dental
Hospital, Hong Kong Institute of
Education and Hong Kong Academy
for Performing Arts203 Means-tested loan for
post-secondary studentsProgramme: Student Assistance SchemeControlling Officer: Controller, Student Financial Assistance AgencyDirector of Bureau: Secretary for EducationQuestion:

Between the 2010/11 and 2011/12 academic years, how many borrowers were default in repayment, applied for deferment of repayment and went bankrupt (please list cases of 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-kwongReply:

The numbers of default cases, deferment applications and bankruptcy cases and the respective amounts involved under the Tertiary Student Finance Scheme – Publicly-funded Programmes and the Financial Assistance Scheme for Post-secondary Students in the 2010/11 and 2011/12 academic years are as follows-

	Academic year	
	2010/11	2011/12*
(A) Tertiary Student Finance Scheme – Publicly-funded Programmes		
(i) No. of default cases	2 297	2 015
(ii) Amount in default (\$ million)	60.49	55.04
(iii) No. of deferment applications (Note 1)	1 767	1 058
(iv) No. of bankruptcy applications (Note 2)	14	2
(v) Amount of student loans involved in bankruptcy cases (\$ million)	0.52	0.11

	Academic year	
	2010/11	2011/12*
(B) Financial Assistance Scheme for Post-secondary Students		
(i) No. of default cases	1 146	1 050
(ii) Amount in default (\$ million)	13.93	14.38
(iii) No. of deferment applications (Note 1)	2 046	718
(iv) No. of bankruptcy applications (Note 2)	6	4
(v) Amount of student loans involved in bankruptcy cases (\$ million)	0.33	0.08

* As at 31 December 2011

Note 1: The Student Financial Assistance Agency has not maintained statistics of the amount involved in deferment applications.

Note 2: All the bankruptcy applications were not petitioned by the Government and were initiated by the student loan borrowers for reasons not necessarily related to student loans.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB245

Question Serial No.

0208

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
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 each of the past 3 academic years (i.e. 2009/2010 to 2011/2012)?

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The number of staff and the total expenditure involved in recovering defaulted student loans in the 2009/10 to 2011/12 academic years are as follows-

	Academic Year		
	2009/10	2010/11	2011/12
Total No. of Staff (Note)	69	90	93*
Total Expenditure (\$ million) (Note)	12.5	17.3	19.7#

* As at 31 December 2011

Estimated expenditure for the whole academic year

Note: Figures of all three years above include staff of both the Student Financial Assistance Agency (SFAA) and the Department of Justice (DoJ), including civil servants and non-civil service contract staff. In order to expedite debt recovery actions, DoJ has set up a dedicated team since October 2010 to handle defaulted student loan cases referred by SFAA.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

Reply Serial No.

EDB246

Question Serial No.

0209

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 and Hong Kong Design
Institute of the Vocational Training
Council, 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 2009/10, 2010/11 and 2011/12 academic years-

- (a) the number of default cases and the amount involved;
- (b) the percentage of default cases in relation to the number of loan repayment accounts;
- (c) the number of applications for deferred repayment and the amount involved;
- (d) the percentage of applications for deferred repayment in relation to the number of loan repayment accounts;
- (e) the number of bankruptcy applications and the amount involved;
- (f) the percentage of bankruptcy applications in relation to the number of loan repayment accounts;
- (g) the number of write off-cases and the amount involved; and
- (h) 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 Tertiary Students (for full-time students who are covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing part-time courses and continuing and professional education programmes) (ENLS), the required information for the 2009/10 to 2011/12 academic years is provided as follows-

(a) The number of default cases and the amount involved-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of default cases	2 796	2 297	2 015
Amount in default (\$ million)	69.79	60.49	55.04
(B) FASP			
No. of default cases	972	1 146	1 050
Amount in default (\$ million)	7.26	13.93	14.38
(C) NLSFT			
No. of default cases	1 946	1 641	1 424
Amount in default (\$ million)	39.93	34.54	30.08
(D) NLSPS			
No. of default cases	1 909	2 000	1 771
Amount in default (\$ million)	50.32	57.70	54.05
(E) ENLS			
No. of default cases	9 751	9 440	8 337
Amount in default (\$ million)	117.39	121.19	110.31
Total			
No. of default cases	17 374	16 524	14 597
Amount in default (\$ million)	284.69	287.85	263.86

* As at 31 December 2011

(b) The percentage of default cases in relation to the number of loan repayment accounts-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of default cases	2 796	2 297	2 015
No. of loan repayment accounts	37 577	34 231	31 653
Default rate in terms of accounts	7.44%	6.71%	6.37%
(B) FASP			
No. of default cases	972	1 146	1 050
No. of loan repayment accounts	10 470	13 352	18 358
Default rate in terms of accounts	9.28%	8.58%	5.72%
(C) NLSFT			
No. of default cases	1 946	1 641	1 424
No. of loan repayment accounts	22 035	21 410	23 001
Default rate in terms of accounts	8.83%	7.66%	6.19%
(D) NLSPS			
No. of default cases	1 909	2 000	1 771
No. of loan repayment accounts	13 797	16 331	22 227
Default rate in terms of accounts	13.84%	12.25%	7.97%
(E) ENLS			
No. of default cases	9 751	9 440	8 337
No. of loan repayment accounts	55 627	61 148	66 941
Default rate in terms of accounts	17.53%	15.44%	12.45%
Total			
No. of default cases	17 374	16 524	14 597
No. of loan repayment accounts	139 506	146 472	162 180
Default rate in terms of accounts	12.45%	11.28%	9.00%

* As at 31 December 2011

(c) The number of applications for deferred repayment-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS	2 698	1 767	1 058
(B) FASP	1 498	2 046	718
(C) NLSFT	1 047	676	429
(D) NLSPS	2 796	2 245	1 686
(E) ENLS	2 409	2 112	1 486
Total	10 448	8 846	5 377

* As at 31 December 2011

Note: The Student Financial Assistance Agency has not maintained statistics of the amount involved in deferment applications.

- (d) The percentage of applications for deferred repayment in relation to the number of loan repayment accounts-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of deferment applications	2 698	1 767	1 058
No. of loan repayment accounts	37 577	34 231	31 653
Percentage of deferment applications in terms of loan repayment accounts §	7.18%	5.16%	3.34%
(B) FASP			
No. of deferment applications	1 498	2 046	718
No. of loan repayment accounts	10 470	13 352	18 358
Percentage of deferment applications in terms of loan repayment accounts §	14.31%	15.32%	3.91%
(C) NLSFT			
No. of deferment applications	1 047	676	429
No. of loan repayment accounts	22 035	21 410	23 001
Percentage of deferment applications in terms of loan repayment accounts §	4.75%	3.16%	1.87%
(D) NLSPS			
No. of deferment applications	2 796	2 245	1 686
No. of loan repayment accounts	13 797	16 331	22 227
Percentage of deferment applications in terms of loan repayment accounts §	20.27%	13.75%	7.59%
(E) ENLS			
No. of deferment applications	2 409	2 112	1 486
No. of loan repayment accounts	55 627	61 148	66 941
Percentage of deferment applications in terms of loan repayment accounts §	4.33%	3.45%	2.22%
Total			
No. of deferment applications	10 448	8 846	5 377
No. of loan repayment accounts	139 506	146 472	162 180
Percentage of deferment applications in terms of loan repayment accounts §	7.49%	6.04%	3.32%

* As at 31 December 2011

§ 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.

(e) The number of bankruptcy applications initiated by the student loan borrowers and the amount involved-

	Academic year		
	2009/10^	2010/11	2011/12*
(A) TSFS			
No. of bankruptcy applications (Note)	30	14	2
Amount involved (\$ million)	1.24	0.52	0.11
(B) FASP			
No. of bankruptcy applications (Note)	14	6	4
Amount involved (\$ million)	0.61	0.33	0.08
(C) NLSFT			
No. of bankruptcy applications (Note)	15	13	1
Amount involved (\$ million)	0.60	0.49	0.05
(D) NLSPS			
No. of bankruptcy applications (Note)	25	12	3
Amount involved (\$ million)	2.91	1.73	0.39
(E) ENLS			
No. of bankruptcy applications (Note)	232	146	30
Amount involved (\$ million)	9.58	6.80	1.30
Total			
No. of bankruptcy applications (Note)	316	191	40
Amount involved (\$ million)	14.94	9.87	1.93

^ The figures for the 2009/10 academic year have been revised as the Student Financial Assistance Agency received notification of a number of bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2011.

* As at 31 December 2011

Note: All the bankruptcy applications were not petitioned by the Government and were initiated by the student loan borrowers for reasons not necessarily related to student loans.

- (f) The percentage of bankruptcy applications initiated by the student loan borrowers as compared with the number of loan repayment accounts-

	Academic year		
	2009/10^	2010/11	2011/12*
(A) TSFS			
No. of bankruptcy applications (Note)	30	14	2
No. of loan repayment accounts	37 577	34 231	31 653
Percentage of bankruptcy applications in terms of loan repayment accounts	0.08%	0.04%	0.01%
(B) FASP			
No. of bankruptcy applications (Note)	14	6	4
No. of loan repayment accounts	10 470	13 352	18 358
Percentage of bankruptcy applications in terms of loan repayment accounts	0.13%	0.04%	0.02%
(C) NLSFT			
No. of bankruptcy applications (Note)	15	13	1
No. of loan repayment accounts	22 035	21 410	23 001
Percentage of bankruptcy applications in terms of loan repayment accounts	0.07%	0.06%	0.00%
(D) NLSPS			
No. of bankruptcy applications (Note)	25	12	3
No. of loan repayment accounts	13 797	16 331	22 227
Percentage of bankruptcy applications in terms of loan repayment accounts	0.18%	0.07%	0.01%
(E) ENLS			
No. of bankruptcy applications (Note)	232	146	30
No. of loan repayment accounts	55 627	61 148	66 941
Percentage of bankruptcy applications in terms of loan repayment accounts	0.42%	0.24%	0.04%
Total			
No. of bankruptcy applications (Note)	316	191	40
No. of loan repayment accounts	139 506	146 472	162 180
Percentage of bankruptcy applications in terms of loan repayment accounts	0.23%	0.13%	0.02%

^ The figures for the 2009/10 academic year have been revised as the Student Financial Assistance Agency received notification of a number of bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2011.

* As at 31 December 2011

Note: All the bankruptcy applications were not petitioned by the Government and were initiated by the student loan borrowers for reasons not necessarily related to student loans.

(g) The number of write-off cases and the amount involved-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of write-off cases (Note)	18	18	10
Amount involved (\$ million)	0.62	0.83	0.19
(B) FASP			
No. of write-off cases (Note)	4	4	2
Amount involved (\$ million)	0.16	0.20	0.07
(C) NLSFT			
No. of write-off cases (Note)	4	6	6
Amount involved (\$ million)	0.11	0.17	0.31
(D) NLSPS			
No. of write-off cases (Note)	3	3	2
Amount involved (\$ million)	0.36	0.30	0.04
(E) ENLS			
No. of write-off cases (Note)	45	48	16
Amount involved (\$ million)	1.52	1.78	0.58
Total			
No. of write-off cases (Note)	74	79	36
Amount involved (\$ million)	2.77	3.28	1.19

* As at 31 December 2011

Note: The outstanding student loans above were written off because they were irrecoverable mainly due to the decease of the loan borrower or bankruptcy of both the loan borrower and the indemnifier(s).

(h) The percentage of write-off cases in relation to the number of loan repayment accounts-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of write-off cases (Note)	18	18	10
No. of loan repayment accounts	37 577	34 231	31 653
Write-off rate in terms of loan repayment accounts %	0.05%	0.05%	0.03%
(B) FASP			
No. of write-off cases (Note)	4	4	2
No. of loan repayment accounts	10 470	13 352	18 358
Write-off rate in terms of loan repayment accounts %	0.04%	0.03%	0.01%

	Academic year		
	2009/10	2010/11	2011/12*
(C) NLSFT			
No. of write-off cases (Note)	4	6	6
No. of loan repayment accounts	22 035	21 410	23 001
Write-off rate in terms of loan repayment accounts §	0.02%	0.03%	0.03%
(D) NLSPS			
No. of write-off cases (Note)	3	3	2
No. of loan repayment accounts	13 797	16 331	22 227
Write-off rate in terms of loan repayment accounts §	0.02%	0.02%	0.01%
(E) ENLS			
No. of write-off cases (Note)	45	48	16
No. of loan repayment accounts	55 627	61 148	66 941
Write-off rate in terms of loan repayment accounts §	0.08%	0.08%	0.02%
Total			
No. of write-off cases (Note)	74	79	36
No. of loan repayment accounts	139 506	146 472	162 180
Write-off rate in terms of loan repayment accounts §	0.05%	0.05%	0.02%

* As at 31 December 2011

Note: The outstanding student loans above were written off because they were irrecoverable mainly due to the decease of the loan borrower or bankruptcy of both the loan borrower and the indemnifier(s).

§ 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: _____ 28 February 2012

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

EDB247

Question Serial No.

0210

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
228 Student financial assistance
254 Loans to Students 101 Students of the universities,
the Hong Kong Institute of Vocational
Education and Hong Kong Design
Institute of the Vocational Training
Council, 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 2009/10, 2010/11 and 2011/12 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 in 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 calculated AFI values, the 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 2009/10 to 2011/12 academic years, the respective numbers 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		
	2009/10	2010/11	2011/12*
No. of applicants	31 932	31 185	28 933
No. of applicants who were not offered grant/loan owing to failure to pass the income test	978	832	525
No. of applicants who were not offered grant/loan owing to failure to pass the asset test	36	51	58

* As at 31 December 2011

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB248**

Question Serial No.

0224

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
000 Operational expenses

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education

Question:

In 2012-13, the Student Financial Assistance Agency will increase 125 non-directorate posts. Please tabulate the respective grades, duties and annual payroll costs of the posts concerned. Please provide details of the services to be enhanced as a result of the additional posts.

Asked by: Hon. CHEUNG Yu-yan, Tommy

Reply:

The ranks, duties, and annual payroll costs of the 125 non-directorate posts and details of the services to be enhanced are set out below-

No. of Post	Rank (No. of Post)	Annual payroll cost*	Services to be enhanced	Duties / Scope of Responsibilities
87	Executive Officer I (4)	\$2,262,480	To strengthen the manpower support in handling various student financial assistance schemes and to cope with the upsurge of workload arising from increase in publicly-funded post-secondary places under the New Academic Structure.	To receive and process applications, answer enquiries, conduct authentication and arrange disbursement of grants / loans in connection with various financial assistance schemes.
	Executive Officer II (7)	\$2,621,640		
	Senior Clerical Officer (6)	\$2,576,520		
	Clerical Officer (8)	\$2,594,880		
	Assistant Clerical Officer (31)	\$6,270,060		
	Clerical Assistant (31)	\$4,889,940		

No. of Post	Rank (No. of Post)	Annual payroll cost*	Services to be enhanced	Duties / Scope of Responsibilities
28	Executive Officer II (5)	\$1,872,600	To strengthen the manpower support in handling defaulted loans and to further expedite the recovery of defaulted loan through legal means.	To conduct default loan analysis, process applications from loan defaulters for loan re-structuring, initiate legal actions against defaulters / indemnifiers and handle enquiries from defaulters / indemnifiers.
	Clerical Officer (5)	\$1,621,800		
	Assistant Clerical Officer (9)	\$1,820,340		
	Clerical Assistant (9)	\$1,419,660		
10	Chief Executive Officer (1)	\$1,068,900	To strengthen the management structure and the support in general office administration upon the implementation of the Integrated Student Financial Assistance System (ISFAST) which will further lift both the efficiency and service quality of the SFAA.	To lead and supervise new functional divisions / units set up upon the implementation of the ISFAST and to provide general office administration support.
	Senior Executive Officer (1)	\$783,600		
	Senior Treasury Accountant (1)	\$1,068,900		
	Executive Officer II (1)	\$374,520		
	Senior Clerical Officer (1)	\$429,420		
	Clerical Officer (1)	\$324,360		
	Assistant Clerical Officer (1)	\$202,260		
	Clerical Assistant (3)	\$473,220		
125		Around \$32.7 million	-	-

* The monthly mid-point salaries of each rank are used for calculating the annual cost.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB249

Question Serial No.

1406

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
000 Operational expenses
228 Student financial assistance

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education

Question:

The Subsidy Scheme for Internet Access Charges for low-income families benefited 181 619 and 178 582 families in 2010/11 and 2011/12 respectively, with the total subsidies granted amounting to \$150.7 million and \$182.1 million. Will the Administration advise on:

- (a) the manpower and expenditure involved in administering the means test related work of the Scheme; and
- (b) according to the statistics published on the webpage of the Student Financial Assistance Agency (<http://www.sfaa.gov.hk/eng/statistics/sia.htm>), the number of households receiving half level of subsidy for internet access charges dropped from 131 446 in 2010/11 to 75 033 in 2011/12 (as at 18 January 2012), but the number of households receiving full grant doubled from 50 173 in 2010/11 to 102 116 in 2011/12 (as at 18 January 2012). What are the reasons for the substantial changes in the figures?

Asked by: Hon. HO Chung-tai, Raymond

Reply:

- (a) To cater for additional work arising from the implementation of the Subsidy Scheme for Internet Access Charges in the 2010/11 school year, 14 additional civil service posts have been created in the Student Financial Assistance Agency (SFAA) from 2011-12 with additional expenditure of \$4.43 million in a full year.
- (b) The distribution of full-grant and half-grant households eligible for the Subsidy Scheme for Internet Access Charges in the 2010/11 and 2011/12 school years differs considerably. This is attributed to the relaxation of the means test mechanism of SFAA in the 2011/12 school year. To provide enhanced support for needy students, SFAA has relaxed the income ceiling for full level of assistance under the means test mechanism of SFAA starting from 2011/12 and the percentage of students eligible for full assistance has increased substantially from around 30% in the past to around 59% of all beneficiaries in 2011/12. As a result of the relaxation, the number of households eligible for full level of subsidy for internet access charges in the 2011/12 school year has also increased significantly.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB250

Question Serial No.

2093

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 and Hong Kong Design
Institute of the Vocational Training
Council, 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:

In paragraph 59 of the Budget Speech, the Financial Secretary proposed that all student loan borrowers who complete their studies in 2012 will be given the option to start repaying their student loans one year after completion of studies to alleviate the financial burden of fresh graduates. In this connection, please provide the following information:

- (a) For students who now apply for means-tested and non-means-tested loans and opt to start repaying the loans one year after completion of studies, will the Administration continue to charge interest during the one-year relaxed period? What is the estimated percentage of interest in relation to the amount of student loan?
- (b) At present, students who apply for means-tested and non-means-tested loans are required to fully repay the loans and the interest accrued in 5 and 10 years after graduation respectively. If students opt to start repaying the loans one year after completion of studies, will there be an extension of the repayment period accordingly?
- (c) Based on the current interest rate, what are the respective repayment amounts of each instalment for a non-means-tested loan of \$150,000, if students opt to and opt not to start repaying the loan one year after completion of studies?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

- (a) For means-tested living expenses loans, interest on loans will only begin to accrue upon commencement of loan repayment. Therefore, graduates borrowing means-tested loans will not be required to pay interest during the one-year period. For non-means-tested loans, as the loan schemes operate under no-gain-no-loss and full-cost recovery principles, interest is accrued upon loan drawdown. Hence, borrowers of non-means-tested loans will be required to pay interest for their loans during the one-year period if they take up the option. Based on the prevailing interest rate of 3.174%, it is estimated that the additional interest accrued will approximately account for 1.58% of the loan principal.
- (b) Under the existing repayment terms, borrowers of means-tested loans are required to repay their loans by 20 quarterly instalments in 5 years (can be extended to 10 years in case of hardship). For non-means-tested loans, borrowers are required to repay their loans by 40 quarterly instalments in 10 years upon completion of their studies. If student loan borrowers choose to accept the option, their entire repayment period will be deferred correspondingly.
- (c) If a student has borrowed a non-means-tested loan totalling \$150,000 at the prevailing interest rate of 3.174% for a 4-year study programme and repays at the same interest rate over a 10-year period, he is required to repay around \$1,570 a month under the existing arrangement. If the student takes up the option, he is required to repay around \$1,590 a month. However, the Government has proposed to reduce the risk-adjusted-factor from 1.5% to zero (to be reviewed in three years) and to extend the repayment period from 10 to 15 years in the review of non-means-tested loan schemes. Following these improvements, the student is required to repay around \$980 a month (if he does not take up the option) or \$987 a month (if he accepts the option).

It should be noted that \$150,000 is also much higher than the median loan amounts of the three non-means-tested schemes. The median loan amounts borrowed by 2010/11 graduates under the three non-means-tested loan schemes range from \$29,800 to \$80,000.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB251

Question Serial No.

2752

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 Indicators for financial assistance for primary and secondary school students show a decrease in the number of family-based applications from 220 441 in the 2010/11 school year to the estimated 206 345 in the 2012/13 school year. What are the reasons for the drop, and what are the implications on the related expenditure?

Asked by: Hon. LAM Tai-fai

Reply:

The number of family-based applications for financial assistance for primary and secondary school students is estimated to drop from 220 441 in the 2010/11 school year to 206 345 in the 2012/13 school year, representing a decrease of 6.4%. The projected decrease in applications is mainly attributable to the cessation of Secondary 7 classes (with a population of 30 100 in 2011/12) with effect from the 2012/13 school year when the 334 New Senior Secondary academic structure completely replaces the 7-year secondary academic structure in 2012/13. As a result of the reduction in class levels, coupled with a drop of 4.4% in student population at the junior secondary level from 2011/12 to 2012/13, the number of family-based applications is expected to decrease in 2012/13.

With a projected decrease in the number of students applying for financial assistance in 2012/13, the disbursement of financial assistance for primary and secondary school students, including the textbook assistance, travel subsidy, subsidy for internet access charges and examination fee remission, is estimated to reduce by \$52.3 million from \$1,180.9 million in 2011/12 to \$1,128.6 million in 2012/13.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB252

Question Serial No.

2753

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:

According to the Indicators for Scholarships, Merit Awards and related Schemes, both the estimated “number of applications” and “number of scholarships, grants and awards granted” in the school year 2012/13 see decreases from the school years 2010/11 and 2011/12. What are the reasons, and what are the implications on the related expenditure?

Asked by: Hon. LAM Tai-fai

Reply:

The Student Financial Assistance Agency currently administers a number of privately-donated and publicly-funded scholarships, grants and awards schemes for students at all levels of studies from primary to post-secondary level. Among them, two publicly-funded schemes, namely the Government Matriculation Maintenance Grant (GMMG) Scheme and the Government Scholarship (GS) Scheme, are for students pursuing the 2-year matriculation course. With the implementation of the New Academic Structure for Senior Secondary and Higher Education since the 2009/10 school year, the 2-year matriculation course (i.e. Forms 6 and 7) will be provided for the last time in the 2010/11 school year. With the Form 6 students of the matriculation course promoted to Form 7 in the 2011/12 school year and there being no further new intake of students for the matriculation course, the student population for the matriculation course is reduced by around one-half in 2011/12 and in 2012/13, there will not be any students taking matriculation courses. The number of applications and grantees under the GMMG and GS Schemes has therefore dropped considerably and both schemes will cease to operate with effect from the 2012/13 school year. As such, the number of applications received and the number of awards distributed for scholarships, grants and awards schemes continue to drop from 2010/11 through to 2012/13.

Notwithstanding the drop in the number of applications and the number of scholarships, grants and awards to be distributed, the estimated provision for scholarship, grants and awards schemes in 2012-13 is more than that of 2010-11 and 2011-12. This is attributable to the introduction of a new scholarship scheme, titled the Scholarship for Prospective English Teachers, in the 2010/11 school year which aims to attract persons proficient in English to pursue study programmes to become qualified English Language teachers. Around 50 new awards are distributed for this scheme each year. The award is tenable for the normal duration of the study programmes pursued, which may range from one to five years. Each qualified local student will be awarded \$50,000 per year and each qualified non-local student \$80,000 per year. Moreover, in 2012-13, the number of new awards to be distributed for the Scholarships for Prospective English Teachers will be doubled to cater for the double-cohort, first-year undergraduate students in the 2012/13 school year.

As such, the financial provision required for 2012/13 is higher than that of 2010/11 and 2011/12.

Signature: _____
Name in block letters: _____ Ms Nancy SO
Post Title: _____ Controller, Student Financial Assistance Agency
Date: _____ 28 February 2012

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

EDB253

Question Serial No.

2754

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:

In the 2012-13, the Student Financial Assistance Agency plans to step up efforts to recover student loans in arrears and tackle the default problem. Will the Administration advise on the details of the relevant measures, the amount to recover and the administrative costs involved?

Asked by: Hon. LAM Tai-fai

Reply:

The Agency will step up efforts to recover the outstanding loans from the defaulters and their indemnifiers. It will continue to reach out to the defaulters and advise them to approach the Agency to restructure their loans or to apply for deferment in repaying their loans if they have genuine financial hardship. Separately, it will continue to streamline the workflow of loan recovery, enhance the system to improve the case management process, and deploy more resources to expedite recovery of defaulted student loans, including referral of default cases to the Department of Justice (DoJ) and filing of claims directly to the Small Claims Tribunal.

In the 2012-13 financial year, the Agency will strengthen the manpower support in handling defaulted student loan cases in order to more expeditiously recover defaulted student loans through legal means and the relevant expenditure is estimated at \$4.5 million. The estimated cost of recovering every \$1 of defaulted student loans is about \$0.16. While the amount to recover cannot be reasonably quantified at this stage, the Agency will closely monitor the number of cases handled and their progress, continuously assess the efficiency of the operation and the effectiveness of the measures, and work closely with DoJ to ensure that timely legal recovery action will be taken to recover defaulted student loans.

To further tackle the default problem, the Government has drawn up and announced a package of improvement measures on the operation of the non-means-tested loans for Phase 2 public consultation from 14 November 2011 to 29 February 2012. Improvement proposals include measures to reduce the repayment burden of students, prevent excessive borrowing by students, tighten the eligibility of courses and tackle the default problems. Taking into account the result of public consultation, the Government will finalise the package of improvement proposals and consult the Legislative Council Panel on Education before seeking funding approval of the Finance Committee by mid 2012. At the same time, the Financial Secretary announced in the 2012-13 Budget that the Government would review the interest rate mechanism for the means-tested living expenses loans. The above improvement measures will help alleviate the repayment burden of student loan borrowers, and thereby reduce default risk. Subject to the approval of the

Finance Committee, the Government aims to implement the improvement measures to both the means-tested and non-means-tested loan schemes in phases starting from the 2012/13 academic year.

Signature: _____
Name in block letters: _____ Ms Nancy SO
Post Title: _____ Controller, Student Financial Assistance Agency
Date: _____ 28 February 2012

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

EDB254

Question Serial No.

2357

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 and Hong Kong Design
Institute of the Vocational Training
Council, 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:

As mentioned in paragraph 59 of the Budget Speech, all student loan borrowers who complete their studies in 2012 will be given the option to start repaying their student loans one year after completion of studies. This will alleviate the financial burden of fresh graduates. Would the Administration consider making this a long term policy?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

Currently, student loan borrowers are normally required to start repaying their loans six months after completion of their studies. In view of the economic uncertainties in the coming year, the Administration has proposed to give all student loan borrowers who complete their studies in 2012 the option to start repaying their student loans one year after completion of studies so as to alleviate the financial burden of fresh graduates and allow them more time to secure a stable job. This is a one-off relief measure to supplement the existing deferment mechanism through which loan borrowers who have difficulty in repaying their loans on grounds of further full-time study, financial hardship or serious illness may apply for deferment of loan repayment. Students who graduate in future years and have genuine difficulty in repaying their loans may apply for loan deferment under the existing deferment mechanism. In the 2010/11 academic year, the overall approval rate was over 85%.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB255**

Question Serial No.

1464

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:

Following the implementation of the Pre-primary Education Voucher Scheme, please provide the number of parents with children attending kindergartens-cum-child care centres who are eligible for full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme in the 2010/11 and 2011/12 school years? Please give a breakdown by the number of children attending kindergarten classes and those in child care centres.

Asked by: Hon. LEE Wai-king, Starry

Reply:

In the 2010/11 and 2011/12 school years, the number of parents with children attending kindergarten-cum-child care centres who are eligible for full fee remission under the Kindergarten and Child Care Centre Fee Remission Scheme are appended below-

	2010/11 school year	2011/12 school year (up to 31.12.2011)
Children aged 3 or above attending kindergarten classes	3 995	7 780
Children aged between 0 and 3 receiving whole-day child care services	607	822
Total:	4 602	8 602

For the 2011/12 school year, there is a considerable increase in the number of parents eligible for full fee remission. This is mainly due to the relaxation of the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB256

Question Serial No.

0113

<u>Head:</u>	173	Student Financial Assistance Agency	<u>Subhead</u> (No. & title):
			000 Operational expenses
	254	Loans to Students	201 Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, 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:

Will the Administration inform this Committee of:

- (a) the latest information of the number of defaulted student loan cases and the amount involved;
- (b) the existing establishment of the staff responsible for recovering loans and tackling loan default problems; and
- (c) the existing loan recovery process, the circumstances under which the Administration will classify an account as a bad debt and whether it will provide the Finance Committee of the Legislative Council information of such accounts.

Asked by: Hon. LEUNG LAU Yau-fun, Sophie

Reply:

- (a) 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 Tertiary Students (for full-time students who are covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing part-time courses and continuing and professional education programmes) (ENLS), the latest information of the number of default cases and the amount involved is as follows-

	As at 31 December 2011
(A) TSFS	
No. of default cases	2 015
Amount in default (\$ million)	55.04
(B) FASP	
No. of default cases	1 050
Amount in default (\$ million)	14.38
(C) NLSFT	
No. of default cases	1 424
Amount in default (\$ million)	30.08
(D) NLSPS	
No. of default cases	1 771
Amount in default (\$ million)	54.05
(E) ENLS	
No. of default cases	8 337
Amount in default (\$ million)	110.31
Total	
No. of default cases	14 597
Amount in default (\$ million)	263.86

- (b) Taking into account both the staff of the Student Financial Assistance Agency (SFAA) deployed to handling defaulted loan cases as well as the dedicated team set up in the Department of Justice (DoJ) to handle defaulted student loan cases referred by SFAA, the total number of staff involved in recovering default loans is 93 including civil servants and non-civil service contract staff against the relevant total positions of 102 for this purpose.
- (c) When a loan borrower fails to repay two or more consecutive quarterly instalments and without SFAA's approval of deferment of loan repayment, SFAA will issue a first reminder to the loan borrower requesting him/her to settle all overdue loan instalments normally within 14 days. In this reminder, the loan borrower will be advised to apply for deferment of loan repayment if he/she has difficulty in repaying the loan due to financial hardship, further studies or serious illness. The loan borrower will also be informed that SFAA will request his/her indemnifier(s) to settle the debt for him/her if the overdue instalment remains unsettled after the deadline.

If no payment or response is received from the loan borrower after the specified period, SFAA will in writing request both the loan borrower and his/her indemnifier(s) to settle the debt, failing which SFAA will arrange to take legal recovery action.

When the loan borrower and his/her indemnifier(s) still fail to repay the loan within the specified period and have not applied for deferment of loan repayment or contact SFAA to restructure his/her loan, SFAA will arrange to refer the case to DoJ to recover the loan from the loan borrower and his/her indemnifier(s) through legal means or to file the case directly to the Small Claims Tribunal (if the claim amount is not more than \$50,000).

Currently SFAA endeavors to make every effort to recover the outstanding loans from the defaulters and their indemnifiers and will only 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/her indemnifier(s) have failed, and the loan proves irrecoverable; and
- (iii) where write-off action is advised by DoJ.

Under prevailing procedures, the Administration will seek the approval of the Finance Committee of the Legislative Council to write off irrecoverable debts which involve fraud or negligence on the part of public officers and the amount of which exceeds \$500,000.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB257

Question Serial No.

0617

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:

Please list out the number of families with primary and/or secondary students receiving full-grant and half-grant rates of textbook assistance in the past two years.

Asked by: Hon. LEUNG Yiu-chung

Reply:

In the 2009/10 and 2010/11 school years, the numbers of families with primary and/or secondary students receiving full-grant and half-grant rates of textbook assistance under the School Textbook Assistance Scheme are as follows-

School Year	No. of families with primary and/or secondary students receiving textbook assistance at	
	Full-grant rate	Half-grant rate
2009/10	54 518	142 238
2010/11	52 669	137 109

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB258

Question Serial No.

0618

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 reply to my question raised last year (Reply Serial No. EDB307), the Administration pointed out that “the present system of the Student Financial Assistance Agency does not maintain information on the distribution of families eligible for financial assistance under the School Textbook Assistance Scheme by their gross annual family income, which makes reference to the median annual household income.” In this connection, will the Government inform the Committee:

- (a) whether the Administration will consider allocating additional resources for updating the present system so as to maintain information on the distribution of family income, if yes, of the details, if no, the reasons for that; and
- (b) whether the Administration will explore the possibility of adding a “75%-grant” rate between the full-grant and half-grant assistance rates, if yes, of the details, if no, the reasons for that?

Asked by: Hon. LEUNG Yiu-chung

Reply:

- (a) Approval has previously been obtained from the Finance Committee of the Legislative Council to develop the Integrated Student Financial Assistance System (ISFAST) to replace the existing systems for handling applications for student financial assistance schemes including the School Textbook Assistance Scheme (STAS). The tendering process of ISFAST has been completed and the contract for its implementation was awarded in December 2011. The system analysis and design stage is now underway and we expect that more sophisticated management tools can be built in to capture and present key business information from different perspectives for future analysis upon implementation of the new system. The total non-recurrent expenditure of operating the new system is about \$65.37 million.
- (b) At present, students attending public sector primary and secondary schools are provided with free education. Those with financial needs can apply for assistance under STAS for purchasing textbooks and covering school-related expenses, the Student Travel Subsidy Scheme for home-school travels, and the Subsidy Scheme for Internet Access Charges for Internet learning at home. Needy senior secondary students sitting for the Hong Kong Advanced Level Examination or the Hong Kong Diploma of Secondary Education Examination may also apply for remission of examination fee under the Examination Fee Remission Scheme (EFRS).

Starting from the 2011/12 academic year, the income ceiling for the full level of assistance under the means test mechanism of SFAA has been relaxed. As a result, the percentage of students eligible for full assistance against the total number of beneficiaries at primary and secondary levels has increased from around 29% to about 56% in the 2011/12 academic year. In addition, the flat-rate grant under STAS has been increased from \$408 in 2010/11 to \$1,000 in 2011/12 per full-grant student and from \$204 to \$500 per half-grant student. Besides, EFRS has been extended to provide half fee remission to school candidates who are eligible for half grant, thereby increasing the number of beneficiaries from around 11 000 in the past to near 40 000 in the 2011/12 academic year. As a result of the implementation of improvement measures, the cumulative disbursement of assistance to needy primary and secondary students in the 2011/12 academic year up to 31 December 2011 has amounted to around \$1,075 million as compared to \$842 million for the whole 2010/11 academic year.

We believe the above schemes can already help meet students' learning needs and suitably alleviate the financial burden of parents. We therefore see no imminent need to introduce a 75% grant for needy primary and secondary students.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB259

Question Serial No.

0762

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
000 Operational expenses

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education

Question:

It is expected that there will be an increase of 125 permanent posts in the Student Financial Assistance Agency (SFAA) in 2012-13. Would the Administration please provide the following information:

- (a) the number of posts to be created by rank and function;
- (b) the establishment in various ranks as at 31.3.2012 and 31.3.2013 and the strength in 2011-12;
- (c) the number of non-civil service contract (NCSC) staff employed by the SFAA in 2011-12 by function and length of contract; and
- (d) the expenditures of the SFAA on three types of contractual services, namely "NCSC staff", "workers supplied by employment agencies" and "workers under outsourced service contracts", in 2011-12 and the estimated expenditures in 2012-13?

Asked by: Hon. LI Fung-ying

Reply:

- (a) The breakdown of the 125 permanent posts by rank and function is set out below-

No. of Post	Rank (No. of Post)	Functions
87	Executive Officer I (4)	To receive and process applications, answer enquiries, conduct authentication, arrange disbursement of grants / loans and process applications from loan defaulters in connection with various financial assistance schemes, and to cope with the upsurge of workload arising from increase in public-funded post-secondary places under the New Academic Structure.
	Executive Officer II (7)	
	Senior Clerical Officer (6)	
	Clerical Officer (8)	
	Assistant Clerical Officer (31)	
	Clerical Assistant (31)	

No. of Post	Rank (No. of Post)	Functions
28	Executive Officer II (5)	To conduct default loan analysis, process applications from loan defaulters for loan re-structuring, initiate legal actions against defaulters / indemnifiers and handle enquiries from defaulters.
	Clerical Officer (5)	
	Assistant Clerical Officer (9)	
	Clerical Assistant (9)	
10	Chief Executive Officer (1)	To lead and supervise new functional divisions / units set up upon the implementation of the Integrated Student Financial Assistance System and to provide general office administration support.
	Senior Executive Officer (1)	
	Senior Treasury Accountant (1)	
	Executive Officer II (1)	
	Senior Clerical Officer (1)	
	Clerical Officer (1)	
	Assistant Clerical Officer (1)	
	Clerical Assistant (3)	

- (b) The establishment and strength of civil servants in various ranks in 2011-12 and the projected establishment for 2012-13-

	Establishment (as at 31.3.2012)	Establishment (as at 31.3.2013)	Strength (as at 31.1.2012)
Senior Principal Executive Officer	1	1	1
Chief Executive Officer	5	6	5
Senior Treasury Accountant	1	1	1
Senior System Manager	1	1	1
Senior Executive Officer	11	12	8
Systems Manager	1	1	1
Treasury Accountant	1	1	1
Executive Officer I	28	34	14
Analyst/Programmer I	1	1	1
Executive Officer II	14	27	18*
Analyst/Programmer II	1	1	1
Education Assistant	8	7	7
Accounting Officer II	2	2	2
Senior Clerical Officer	77	85	53
Clerical Officer	85	99	63

	Establishment (as at 31.3.2012)	Establishment (as at 31.3.2013)	Strength (as at 31.1.2012)
Assistant Clerical Officer	149	191	138
Clerical Assistant	56	99	49
Office Assistant	1	1	1
Motor Driver	1	1	1
Workman II	3	3	2
Personal Secretary I	1	1	1
Personal Secretary II	2	1	2
Total	450	576	371

* 9 Executive Officers II are acting up Executive Officers I.

(c) The breakdown of the NCSC staff employed by SFAA in 2011-12 by function-

Function	2011-12 (as at 31.12.2011)
Administration / Executive support	91
Clerical support for various student financial assistance schemes	427
General support	4
IT support	8
Total:	530

The breakdown of the NCSC staff employed by SFAA in 2011-12 by length of contract-

Contract Period	2011-12 (as at 31.12.2011)
Less than 1 year	40
1 year	489
2 years	1
Total:	530

(d) The expenditures of SFAA on NCSC staff, paid to employment agencies and outsourced service contractors in 2011-12 and the estimated expenditures in 2012-13-

Expenditure item	2011-12*	2012-13 (estimate)
Salary expenditure for NCSC staff (\$ million)	92.6	90.8
Expenditure paid to employment agencies (\$ million)	1.5	1.5
Expenditure paid to outsourced service contractors (\$ million)	16.1	25.1

* Actual expenditure up to 31.1.2012 plus projected expenditure in February and March 2012.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB260

Question Serial No.

0393

Head: 173 Student Financial Assistance Agency Subhead (No. & title):
000 Operational expenses

Programme: Student Assistance Scheme

Controlling Officer: Controller, Student Financial Assistance Agency

Director of Bureau: Secretary for Education

Question:

The Student Financial Assistance Agency has stated that the number of non-directorate posts will increase by 125 to 575 posts as at 31 March 2013. Please inform this Committee of the nature of work, ranks and salaries of these new posts.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The nature of work, ranks and salaries of the 125 non-directorate posts are set out below-

No. of Post	Rank (No. of Post)	Monthly mid-point salary per post*	Nature of work
87	Executive Officer I (4)	\$47,135	To receive and process applications, answer enquiries, conduct authentication, and arrange disbursement of grants / loans in connection with various financial assistance schemes and to cope with the upsurge of workload arising from increase in public-funded post-secondary places under the New Academic Structure.
	Executive Officer II (7)	\$31,210	
	Senior Clerical Officer (6)	\$35,785	
	Clerical Officer (8)	\$27,030	
	Assistant Clerical Officer (31)	\$16,855	
	Clerical Assistant (31)	\$13,145	
28	Executive Officer II (5)	\$31,210	To conduct default loan analysis, process applications from loan defaulters for loan re-structuring, initiate legal actions against defaulters / indemnifiers and handle enquiries from defaulters / indemnifiers.
	Clerical Officer (5)	\$27,030	
	Assistant Clerical Officer (9)	\$16,855	
	Clerical Assistant (9)	\$13,145	

No. of Post	Rank (No. of Post)	Monthly mid-point salary per post*	Nature of work
10	Chief Executive Officer (1)	\$89,075	To lead and supervise new functional divisions / units set up upon the implementation of the Integrated Student Financial Assistance System and to provide general office administration support.
	Senior Executive Officer (1)	\$65,300	
	Senior Treasury Accountant (1)	\$89,075	
	Executive Officer II (1)	\$31,210	
	Senior Clerical Officer (1)	\$35,785	
	Clerical Officer (1)	\$27,030	
	Assistant Clerical Officer (1)	\$16,855	
	Clerical Assistant (3)	\$13,145	

* The monthly mid-point salaries of each rank are used.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB261

Question Serial No.

0888

<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 and Hong Kong Design Institute of the Vocational Training Council, 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
			201 Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, 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:

As mentioned in paragraph 170 of the 2012-13 Budget Speech, grants and loans of over \$4.6 billion under various financial assistance and loan schemes, benefiting more than 360 000 students or one-third of the total number of full-time students was disbursed by the Student Financial Assistance Agency in the 2010/11 academic year. In this connection, will the Administration provide details of the number of students who fail to repay the grants and loans under the schemes, and the amount of unpaid loans that turned to be bad debts? Will the Administration inform the Committee whether it has considered enhancing the vetting and assessment mechanism in considering the financial condition of the student applicants for the loan schemes, and of what measures it has taken in assisting the student applicants on repayment of the loans in a more flexible way, if yes, of the details?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Government's student finance policy is to ensure that no student would be deprived of access to education due to lack of means. Currently, the Student Financial Assistance Agency (SFAA) administers two means-tested financial assistance schemes and three non-means-tested loan schemes to assist post-secondary students in pursuing their studies. The schemes are-

- (i) Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) – a means-tested assistance scheme providing grant and/or loan to eligible full-time tertiary students engaged in publicly-funded programmes;
- (ii) Financial Assistance Scheme for Post-secondary Students (FASP) – a means-tested assistance scheme providing grant and/or loan to eligible full-time students aged 25 or below engaged in self-financing locally-accredited post-secondary programmes;
- (iii) Non-means-tested Loan Scheme for Full-time Tertiary Students (NLSFT) – providing loans to eligible students who are covered under the TSFS;
- (iv) Non-means-tested Loan Scheme for Post-secondary Students (NLSPS) – providing loans to eligible students who are covered under the FASP; and
- (v) Extended Non-means-tested Loan Scheme (ENLS) – providing loans to students pursuing part-time courses and continuing and professional education programmes.

The latest figures on default and write-off cases under the above schemes are as follows-

- (i) The number of cases defaulted in loan repayments and the amount involved-

	As at 31.12.2011
(A) TSFS	
No. of default cases	2 015
Amount in default (\$ million)	55.04
(B) FASP	
No. of default cases	1 050
Amount in default (\$ million)	14.38
(C) NLSFT	
No. of default cases	1 424
Amount in default (\$ million)	30.08
(D) NLSPS	
No. of default cases	1 771
Amount in default (\$ million)	54.05
(E) ENLS	
No. of default cases	8 337
Amount in default (\$ million)	110.31
Total	
No. of default cases	14 597
Amount in default (\$ million)	263.86

(ii) The number of write-off cases and the amount involved-

	Academic year 2011/12*
(A) TSFS	
No. of write-off cases (Note)	10
Amount involved (\$ million)	0.19
(B) FASP	
No. of write-off cases (Note)	2
Amount involved (\$ million)	0.07
(C) NLSFT	
No. of write-off cases (Note)	6
Amount involved (\$ million)	0.31
(D) NLSPS	
No. of write-off cases (Note)	2
Amount involved (\$ million)	0.04
(E) ENLS	
No. of write-off cases (Note)	16
Amount involved (\$ million)	0.58
Total	
No. of write-off cases (Note)	36
Amount involved (\$ million)	1.19

* As at 31 December 2011

Note: The outstanding student loans above were written off because they were irrecoverable mainly due to the decease of the loan borrower or bankruptcy of both the loan borrower and the indemnifier(s).

Currently, means-tested loans under TSFS and FASP are provided to eligible students according to the financial situation of their family which is assessed in accordance with an established means test mechanism comprising an income test and an asset test.

The means-tested loans, which operate on a fixed interest rate of 2.5% chargeable upon commencement of loan repayment, aim to assist students in meeting their living expenses during their studies. In the 2011/12 academic year, the maximum loan amount is \$37,960 per year and the average loan paid out under TSFS and FASP as at end December 2011 is \$23,693 and \$27,054 respectively. We have relaxed the means test for the grants and living expenses loans as from 2011/12 academic year. As a result, more needy students would be eligible for the full grant under TSFS and FASP, as well as the maximum loan amount for living expenses.

For the non-means-tested loan schemes, students pursuing eligible programmes do not need to go through any means test, and the loans are not secured. To ensure the proper use of public funds, the non-means-tested loan schemes operate on a no-gain-no-loss and full-cost recovery basis. The interest rate for the non-means-tested loan schemes is charged at the Government's no-gain-no-loss rate plus a risk-adjusted factor of 1.5% (currently at 3.174%) which seeks to cover the Government's risk in disbursing unsecured loans. The financial condition of the student applicants is not a factor in considering whether a loan should be offered.

The Government has drawn up and announced a package of improvement measures in respect of the operation of the non-means-tested loans for Phase 2 public consultation from 14 November 2011 to 29 February 2012. Improvement proposals include measures to reduce the repayment burden of students --- reducing the risk-adjusted factor of the non-means-tested loans to 0%, to be reviewed in three years; extending the standard repayment period of non-means-tested loans from 10 years to 15 years and relaxing the deferment arrangements to ease the repayment burden of student loan borrowers. The Government has also proposed to set loan ceilings to prevent excessive borrowing by students, to tighten the eligibility of courses under ENLS and introduce measures to tackle default problems. Taking into account the result of public consultation, the Government will finalise the package of improvement proposals and consult the Legislative Council Panel on Education before seeking funding approval of the Finance Committee by mid 2012. Subject to the approval of the Finance Committee, the Government aims to implement the improvement proposals in phases starting from the 2012/13 academic year.

At the same time, the Financial Secretary announced in the 2012-13 Budget that the Government would review the interest rate mechanism for the means-tested living expenses loans and launch improvement measures in the next academic year. It was also proposed in the 2012-13 Budget that, as a one-off relief measure, we would give all student loan borrowers who complete their studies in 2012 the option to start repaying their student loans one year after completion of studies so as to alleviate the financial burden of fresh graduates and allow them more time to secure a stable job. The above series of improvement measures on the operation of the means-tested and non-means-tested loan schemes would provide more flexibility to student loan borrowers and alleviate their repayment burden.

Loan borrowers who have difficulty in repaying their loans on grounds of further full-time study, financial hardship or serious illness may apply for deferment of loan repayment. Those student loan borrowers completing their studies in 2012 who accept the option to start repaying their loans one year after completion of studies will not be regarded as having deferred their loan repayment. In other words they will still be eligible to apply for deferment under the prevailing deferment mechanism.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB262

Question Serial No.

2711

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:

With regard to stepping up efforts to recover student loans in arrears and tackle the default problem, what are the measures that the Agency will take in 2012-13 to achieve the target, and what are the specific indicators?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The Agency will step up efforts to recover the outstanding loans from the defaulters and their indemnifiers. It will continue to reach out to the defaulters and advise them to approach the Agency to restructure their loans or to apply for deferment in repaying their loans if they have genuine financial hardship. Separately, it will continue to streamline the workflow of loan recovery, enhance the system to improve the case management process, and deploy more resources to expedite recovery of defaulted student loans, including referral of default cases to the Department of Justice (DoJ) and filing of claims directly to the Small Claims Tribunal. In the 2012-13 financial year, the Agency will strengthen the manpower support in handling defaulted student loan cases in order to more expeditiously recover defaulted student loans through legal means and the relevant expenditure is estimated at \$4.5 million. The estimated cost of recovering every \$1 of defaulted student loans is about \$0.16. While the specific indicators cannot be reasonably quantified at this stage, the Agency will closely monitor the number of cases handled and their progress, continuously assess the efficiency of the operation and the effectiveness of the measures, and work together with DoJ to ensure that timely legal recovery action will be taken.

To further tackle the default problem, the Government has drawn up and announced a package of improvement measures in respect of the operation of the non-means-tested loans for Phase 2 public consultation from 14 November 2011 to 29 February 2012. Improvement proposals include measures to reduce the repayment burden of students, prevent excessive borrowing by students, tighten the eligibility of courses and tackle the default problems. Taking into account the result of public consultation, the Government will finalise the package of improvement proposals and consult the Legislative Council Panel on Education before seeking funding approval of the Finance Committee by mid 2012. At the same time, the Financial Secretary announced in the 2012-13 Budget that the Government would review the interest rate mechanism for the means-tested living expenses loans. The above improvement measures will help alleviate the repayment burden of student loan borrowers, and thereby reduce default risk. Subject to the approval of the Finance Committee, the Government aims to implement the improvement measures to both the means-tested and non-means-tested loan schemes in phases starting from the 2012/13 academic year.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB263**

Question Serial No.

2712

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:

The estimate for 2012-13 is 9.4% higher than the revised estimate for the previous year. One of the reasons is due to the creation of additional civil service posts to meet operational needs. Would the Agency please inform this Committee of:

- (a) the expenditure for creating the additional posts; and
- (b) the numbers of additional posts created and staff involved.

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

- (a) The total estimated expenditure for the increase of 125 permanent posts in 2012-13 is about \$32.7 million.
- (b) The breakdown of the 125 posts by rank is set out below-

Rank	No of post	Annual payroll cost*
Chief Executive Officer	1	\$1,068,900
Senior Treasury Accountant	1	\$1,068,900
Senior Executive Officer	1	\$783,600
Executive Officer I	4	\$2,262,480
Executive Officer II	13	\$4,868,760
Senior Clerical Officer	7	\$3,005,940
Clerical Officer	14	\$4,541,040
Assistant Clerical Officer	41	\$8,292,660
Clerical Assistant	43	\$6,782,820
Total	125	Around \$32.7 million

* The monthly mid-point salaries of each rank are used for calculating the annual cost.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB264

Question Serial No.

3091

<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 and Hong Kong Design Institute of the Vocational Training Council, Prince Philip Dental Hospital, Hong Kong Institute of Education and Hong Kong Academy for Performing Arts
			201 Students of the universities, the Hong Kong Institute of Vocational Education and Hong Kong Design Institute of the Vocational Training Council, 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:

- (a) In the 2009/10, 2010/11 and 2011/12 academic years, what were the respective number of student applicants not offered any grant or loan under the Tertiary Student Finance Scheme - Publicly-funded Programmes for having failed the Adjusted Family Income test and the asset test?
- (b) Please provide information on the number of defaulters, deferred repayment applications and bankruptcy applications (including self-petitioned bankruptcy and bankruptcy petition initiated by the Administration) and the amount involved under various Schemes in the 2009/10 to 2011/12 academic years.

Asked by: Hon. TAM Yiu-chung

Reply:

- (a) 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 calculated AFI values, the 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 2009/10 to 2011/12 academic years, the respective numbers 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		
	2009/10	2010/11	2011/12*
No. of applicants	31 932	31 185	28 933
No. of applicants who were not offered grant/loan owing to failure to pass the income test	978	832	525
No. of applicants who were not offered grant/loan owing to failure to pass the asset test	36	51	58

* As at 31 December 2011

- (b) Regarding the 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 who are covered under the TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students who are covered under the FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing part-time courses and continuing and professional education programmes) (ENLS), the required information for the 2009/10 to 2011/12 academic years is provided as follows-

- (i) The number of default cases and the amount involved-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS			
No. of default cases	2 796	2 297	2 015
Amount in default (\$ million)	69.79	60.49	55.04
(B) FASP			
No. of default cases	972	1 146	1 050
Amount in default (\$ million)	7.26	13.93	14.38

	Academic year		
	2009/10	2010/11	2011/12*
(C) NLSFT			
No. of default cases	1 946	1 641	1 424
Amount in default (\$ million)	39.93	34.54	30.08
(D) NLSPS			
No. of default cases	1 909	2 000	1 771
Amount in default (\$ million)	50.32	57.70	54.05
(E) ENLS			
No. of default cases	9 751	9 440	8 337
Amount in default (\$ million)	117.39	121.19	110.31
Total			
No. of default cases	17 374	16 524	14 597
Amount in default (\$ million)	284.69	287.85	263.86

* As at 31 December 2011

- (ii) The number of applications for deferred repayment-

	Academic year		
	2009/10	2010/11	2011/12*
(A) TSFS	2 698	1 767	1 058
(B) FASP	1 498	2 046	718
(C) NLSFT	1 047	676	429
(D) NLSPS	2 796	2 245	1 686
(E) ENLS	2 409	2 112	1 486
Total	10 448	8 846	5 377

* As at 31 December 2011

Note: The Student Financial Assistance Agency has not maintained statistics of the amount involved in deferment applications.

- (iii) The number of bankruptcy applications initiated by the student loan borrowers and the amount involved-

	Academic year		
	2009/10 [^]	2010/11	2011/12*
(A) TSFS			
No. of bankruptcy applications (Note)	30	14	2
Amount involved (\$ million)	1.24	0.52	0.11
(B) FASP			
No. of bankruptcy applications (Note)	14	6	4
Amount involved (\$ million)	0.61	0.33	0.08
(C) NLSFT			
No. of bankruptcy applications (Note)	15	13	1
Amount involved (\$ million)	0.60	0.49	0.05
(D) NLSPS			
No. of bankruptcy applications (Note)	25	12	3
Amount involved (\$ million)	2.91	1.73	0.39
(E) ENLS			
No. of bankruptcy applications (Note)	232	146	30
Amount involved (\$ million)	9.58	6.80	1.30
Total			
No. of bankruptcy applications (Note)	316	191	40
Amount involved (\$ million)	14.94	9.87	1.93

[^] The figures for the 2009/10 academic year have been revised as the Student Financial Assistance Agency received notification of a number of bankruptcy applications from the bankrupts or the Official Receiver's Office after March 2011.

* As at 31 December 2011

Note: All the bankruptcy applications were not petitioned by the Government and were initiated by the student loan borrowers for reasons not necessarily related to student loans.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB265**

Question Serial No.

0480

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:

Regarding the employment of non-civil service contract (NCSC) staff, please provide information in the following format:

	2012-13	2011-12	2010-11
Number of NCSC staff	()	()	()
Distribution of posts taken up by NCSC staff			
Salary expenditure for NCSC staff	()	()	()
Monthly salaries of NCSC staff			
- \$30,001 or above	()	()	()
- \$16,001 - \$30,000	()	()	()
- \$8,001 - \$16,000	()	()	()
- \$6,501 - \$8,000	()	()	()
- \$5,001 - \$6,500	()	()	()
- \$5,000 or below	()	()	()
- Number of staff with monthly salaries below \$5,824	()	()	()
- Number of staff with monthly salaries between \$5,824 and \$6,500	()	()	()
Length of employment of NCSC staff in years			
- 5 years or above	()	()	()
- 3 - 5 years	()	()	()
- 1 - 3 years	()	()	()
- less than 1 year	()	()	()
Number of staff converted to civil servants	()	()	()
Number of staff failed to be converted to civil servants	()	()	()
Percentage of NCSC staff in the total number of staff in the Department	()	()	()
Percentage of payment for NCSC staff in the total staff costs of the Department	()	()	()
Number of NCSC staff with paid meal time	()	()	()
Number of NCSC Staff without paid meal time	()	()	()
Number of NCSC staff working 5 days a week	()	()	()
Number of NCSC staff working 6 days a week	()	()	()

() denotes percentage of increase or decrease per year

Asked by: Hon. WONG Kwok-hing

Reply:

The number of NCSC staff employed by the Student Financial Assistance Agency and the required information is set out below-

		2010-11*	2011-12*
Number of NCSC Staff		611	530 (-13.3%)
Distribution of posts taken up by NCSC staff	Administration / Executive Support	90	91 (+1.1%)
	Clerical Support	508	427 (-15.9%)
	General Support	5	4 (-20%)
	IT Support	8	8 (0%)
Monthly salaries of NCSC staff	\$30,001 or above	10	10 (0%)
	\$16,001 - \$30,000	120	121 (+0.8%)
	\$8,001 - \$16,000	476	399 (-16.2%)
	\$6,501 - \$8,000	5	0 (-100%)
	\$5,001 - \$6,500	0	0 (0%)
	\$5,000 or below	0	0 (0%)
	\$5,824 or below	0	0 (0%)
	\$5,824 - \$6,500	0	0 (0%)
Length of employment of NCSC staff in years	5 years or above	143	174 (+21.7%)
	3 - 5 years	139	118 (-15.1%)
	1 - 3 years	172	122 (-29.1%)
	Below 1 year	157	116 (-26.1%)
Salary expenditure for NCSC staff (\$ million)		\$91.8	\$92.6 [@] (+0.9%)
Percentage of NCSC staff in the total number of staff in the Agency		65.1%	56.7%
Percentage of payment for NCSC staff in the total staff costs of the Agency		47%	44%
Number of staff with paid meal time		606	530 (-12.5%)
Number of NCSC staff without paid meal time		5	0 (-100%)
Number of NCSC staff working 5 days a week		611	530 (-13.3%)
Number of NCSC staff working 6 days a week		0	0 (0%)

() denotes percentage of increase or decrease per year

* Position as at 31 December 2011 and 31 March 2011 are provided for 2011-12 and 2010-11 respectively.

@ Actual expenditure up to 31.1.2012 plus projected expenditure in February and March 2012.

Remarks

1. The estimated salary expenditure for NCSC staff in 2012-13 is around \$90.8 million. However, other details on NCSC staff in 2012-13 are not yet available at this stage.
2. As the Government adopts a fair, open and competitive recruitment policy, there is no mechanism for NCSC staff to be directly converted to civil servants. No information is available regarding “number of staff converted to civil servants” and “number of staff failed to be converted to civil servants”.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB266

Question Serial No.

0505

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:

On engaging agency workers, please provide the following information:

	2012-13	2011-12	2010-11
Number of contracts of engaging employment agencies	()	()	()
Contract sum paid to each employment agency	()	()	()
Total amount of commission paid to each employment agency	()	()	()
Length of contract for each employment agency	()	()	()
Number of agency workers	()	()	()
Breakdown of positions held by agency workers			
Monthly salary range of agency workers			
• \$30,001 or above	()	()	()
• \$16,001 - \$30,000	()	()	()
• \$8,001 - \$16,000	()	()	()
• \$6,501 - \$8,000	()	()	()
• \$5,001 - \$6,500	()	()	()
• \$5,000 or below	()	()	()
• number of workers with monthly salary below \$5,824	()	()	()
• number of workers with monthly salary between \$5,824 and \$6,500	()	()	()
Length of service of agency workers			
• 5 years or longer	()	()	()
• 3 - 5 years	()	()	()
• 1 - 3 years	()	()	()
• less than 1 year	()	()	()
Percentage of agency workers among the total number of staff in the department	()	()	()
Percentage of amount paid to employment agencies among the total departmental staff cost	()	()	()
Number of workers with remunerated meal break	()	()	()
Number of workers without remunerated meal break	()	()	()
Number of workers on five-day week	()	()	()
Number of workers on six-day week	()	()	()

() denotes percentage of increase or decrease per year

Asked by: Hon. WONG Kwok-hing

Reply:

The information on use of agency workers by the Student Financial Assistance Agency (SFAA) is set out below-

	2010-11*	2011-12*
Number of contracts for engaging agency workers	2	2 (0%)
Contract sum awarded to each employment agency (\$ million)	1.43	1.43
Length of contract for each employment agency	12 months	12 months
Number of agency workers	2	9 (+350%)
Breakdown of positions held by agency workers	These workers provide general office support.	
Monthly salary range of agency workers		
• \$30,001 or above	0	0
• \$16,001 - \$30,000	0	0
• \$8,001 - \$16,000	2	9
• \$6,501 - \$8,000	0	0
• \$5,001 - \$6,500	0	0
• \$5,000 or below	0	0
• number of workers with monthly salary below \$5,824	0	0
• number of workers with monthly salary between \$5,824 and \$6,500	0	0
Percentage of agency workers among the total number of staff in the department	0.21%	0.96%
Percentage of amount paid to employment agencies among the total departmental staff cost	1.3%	0.8%
Number of agency workers on five-day week	2	9 (+350%)
Number of agency workers on six-day week	0	0 (0%)

() denotes percentage of increase or decrease per year

* Position as at 31 March 2011 and 31 December 2011 are provided for 2010-11 and 2011-12 respectively.

Remarks:

1. The estimated expenditure paid to employment agencies in 2012-13 is around \$1.5 million. However, other details on engagement of agency workers in 2012-13 are not yet available at this stage.
2. Please note that the above table excludes IT staff engaged by SFAA under the term contract centrally administered by the Office of the Government Chief Information Officer.
3. We do not keep information on “total amount of commission paid to each employment agency” and “number of workers with/without remunerated meal break”. The terms of employment, wage levels and contractual terms of agency workers are to be agreed upon between agency workers and their employers (i.e. employment agencies) when they enter into employment contracts. As such, we do not keep detailed records of such information.

4. We do not have information on “length of service of agency workers”. The mode of using agency workers is that SFAA and an employment agency enter into a service contract under which the agency will supply manpower as and when required. As long as our requirements are satisfied, the employment agency may arrange any of their employees to work in SFAA or arrange replacement for different reasons. Hence, we do not keep information on the years of service of agency workers who are employees of the employment agencies and are at the disposal of the latter.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB267**

Question Serial No.

2951

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:

On engagement of outsourced service contracts, please provide the following information:

	2012-13	2011-12	2010-11
Number of outsourced service contracts	()	()	()
Total amount paid to outsourced service providers	()	()	()
Length of contract for each outsourced service provider	()	()	()
Number of outsourced workers engaged through outsourced service providers	()	()	()
Details of the positions held by outsourced workers (e.g. customer service, property management, security, cleaning and information technology)			
Distribution of monthly salary level of outsourced workers			
• \$30,001 or above	()	()	()
• \$16,001 - \$30,000	()	()	()
• \$8,001 - \$16,000	()	()	()
• \$6,501 - \$8,000	()	()	()
• \$5,001 - \$6,500	()	()	()
• \$5,000 or below	()	()	()
• number of workers with monthly salary below \$5,824	()	()	()
• number of workers with monthly salary between \$5,824 and \$6,500	()	()	()
Length of employment of outsourced workers			
• 5 years or longer	()	()	()
• 3 – 5 years	()	()	()
• 1 – 3 years	()	()	()
• less than 1 year	()	()	()
Percentage of outsourced workers to the total number of staff in the department	()	()	()
Percentage of amount paid to outsourced service providers to the total departmental staff cost	()	()	()
Number of outsourced workers with paid meal break	()	()	()
Number of outsourced workers without paid meal break	()	()	()
Number of outsourced workers on five-day week	()	()	()
Number of outsourced workers on six-day week	()	()	()

() denotes percentage of increase or decrease per year

Asked by: Hon. WONG Kwok-hing

Reply:

The information on engagement of outsourced service contracts by the Student Financial Assistance Agency (SFAA) is set out below-

	2010-11		2011-12 (as at 31.12.2011)	
Number of outsourced service contracts	28		36 (+28.6%)	
Total amount paid to outsourced service providers	\$7.9 million		\$16.1 million* (+103%)	
Length of contract for each outsourced service provider	1 month – 2 years		1 month – 39 months	
Number of outsourced workers engaged through outsourced service providers	Number of workers employed in 5 contracts	18	Number of workers employed in 4 contracts	11
	(Note: Information on the number of workers engaged is not specified in the other 23 contracts)		(Note: Information on the number of workers engaged is not specified in the other 32 contracts)	
Distribution of monthly salary level of outsourced workers^				
• \$30,001 or above	0		0	
• \$16,001 - \$30,000	0		0	
• \$8,001 - \$16,000	0		0	
• \$6,501 - \$8,000	0		0	
• \$5,001 - \$6,500	1		0	
• \$5,000 or below	0		0	
• number of workers with monthly salary below \$5,824	1		0	
• number of workers with monthly salary between \$5,824 and \$6,500	0		0	
Percentage of amount paid to outsourced service providers to the total departmental staff cost	4.1%		7.3%	

() denotes percentage of increase or decrease per year

* Actual expenditure up to 31.1.2012 plus projected expenditure in February and March 2012.

^ For full-time non-skilled workers remunerated on monthly basis only.

Remarks

1. The estimated expenditure paid to outsourced service contracts in 2012-13 is \$25.1 million. However, other details on outsourced service contracts in 2012-13 are not yet available at this stage.

2. We do not keep information on “monthly salary of outsourced workers (except non-skilled workers)”, “details of position held by outsourced workers”, “length of employment of outsourced workers”, “number of outsourced workers with / without paid meal break” and “number of outsourced workers on five-day / six-day week”. The mode of outsourcing is that SFAA enters into a service contract under which the outsourced companies provide the required services (such as printing, cleansing, data preparation services) as specified in the contract. The terms of employment, wage levels and contractual terms of the outsourced workers are to be agreed upon between the outsourced workers and their employers (i.e. outsourced companies) when they enter into employment contracts. As such, we do not keep records of this information. Likewise, as long as the outsourced contractors provide the required services, it is operationally unnecessary to specify the number of outsourced workers the contractors should employ for providing the services to SFAA. Therefore, we do not have information on “percentage of outsourced workers in the total number of staff in the department”.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

Reply Serial No.

EDB268

Question Serial No.

2317

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:

Please provide the number of students receiving grant and the number of students provided with full grant under the Tertiary Student Finance Scheme – Publicly-funded Programmes in different institutions in the 2011/12 academic year.

Asked by: Hon. WONG Yuk-man

Reply:

In the 2011/12 academic year (as at 31 December 2011), the number of students offered with grant and the number of students offered with full grant under the Tertiary Student Finance Scheme - Publicly-funded Programmes in different institutions are as follows-

Institution	Number of students offered with grant	Number of students offered with full grant
(A) City University of Hong Kong	2 650	1 696
(B) Hong Kong Baptist University	1 423	926
(C) Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	5 956	4 020
(D) Hong Kong University of Science and Technology	1 382	858
(E) Lingnan University	798	507
(F) The Chinese University of Hong Kong	2 590	1 625
(G) The Hong Kong Academy of Performing Arts	117	70
(H) The Hong Kong Institute of Education	1 153	775
(I) The Hong Kong Polytechnic University	4 007	2 477

Institution	Number of students offered with grant	Number of students offered with full grant
(J) The Prince Philip Dental Hospital	9	4
(K) The University of Hong Kong	1 775	1 126
Total	21 860	14 084

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB269**

Question Serial No.

2318Head: 173 Student Financial Assistance Agency Subhead (No. & title):

254 Loans to Students 102 Non-means-tested loan scheme

Programme: Student Assistance SchemeControlling Officer: Controller, Student Financial Assistance AgencyDirector of Bureau: Secretary for EducationQuestion:

Please provide the number of students who have successfully obtained loans under the Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students who are covered by the Tertiary Student Finance Scheme – Publicly-funded Programmes) in different institutions during 2011/12.

Asked by: Hon. WONG Yuk-manReply:

In the 2011/12 academic year, the number of students receiving loans under the Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students pursuing publicly-funded post-secondary programmes and are covered by the Tertiary Student Finance Scheme – Publicly-funded Programmes) in different institutions are as follows-

Institution	Academic Year 2011/12*
City University of Hong Kong	540
Hong Kong Baptist University	376
Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	627
Hong Kong University of Science and Technology	318
Lingnan University	176
The Chinese University of Hong Kong	592
The Hong Kong Academy for Performing Arts	77
The Hong Kong Institute of Education	212
The Hong Kong Polytechnic University	730
The Prince Philip Dental Hospital	6
The University of Hong Kong	570
Total	4 224

* As at 31 December 2011

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 28 February 2012

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

EDB270

Question Serial No.

1297

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) What are the total numbers of non-local students studying in UGC-funded institutions (in the following categories respectively: Mainland/Other parts of Asia/Outside Asia) in the 2010/11, 2011/12, and expected in 2012/13 academic years?
- (b) What is the expenditure spent on them, or to be spent on them, in each of these academic years?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

- (a) The number of non-local students studying in UGC-funded institutions by place of origin in the 2010/11 and 2011/12 academic years are set out at **Annex**. As the student recruitment process for the 2012/13 academic year is underway, we are unable to provide the expected numbers for that year.
- (b) In accordance with Government's policy, in respect of non-local students, institutions may enroll up to 20% of the approved UGC-funded student number. This 20% comprises up to 4% within the UGC-funded number and up to 16% outside the UGC-funded number. It would not be possible to attribute specific amount of funding to students from different places of origin as funding is made in the form of a block grant on the basis of approved student places allocated to the institutions. As a general rule, UGC-funded institutions should charge non-local students tuition fees at a level which is at least sufficient to recover all additional direct costs for the non-publicly funded places. At present, institutions normally charge non-local students at a level higher than that of local students.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Place of Origin,
2010/11 and 2011/12 (Provisional Figures)**

Place of Origin *	Academic Year	
	2010/11	2011/12 (Provisional Figures)
The Mainland of China	8 724	8 935
Other Places in Asia #	950	1 355
The Rest of the World	400	478
Total ^	10 074	10 769

Notes :

* The place of origin for non-local students refers to their nationality.

Other places in Asia include Korea, Malaysia, Taiwan, India and Macau, *etc.*

^ Figures may not add up to the corresponding totals due to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.

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

EDB271

Question Serial No.

1298

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) What is the percentage of expenditure in respect of payment of electricity bills in the total expenditure of each UGC-funded institution in the 2008/09, 2009/10, 2010/11 academic years?
- (b) Are there any trends emerging? What energy-saving initiatives has the Administration implemented to encourage institutions to save energy?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

The University Grants Committee (UGC)-funded institutions are not required to report their expenditure on electricity bills. Hence, the information requested is not readily available.

The Administration and UGC always encourage institutions to save energy. Guidelines on energy saving issued by the Development Bureau and the Environment Bureau have been provided to the institutions for reference and compliance. Institutions are encouraged to include energy conservation measures, including energy efficient features, renewable energy technology, green and recycled features, in their new building projects. Also, institutions have been carrying out energy saving initiatives such as installation of motion sensors for lighting and lift control, heat pumps, water-cool chillers, solar hot water systems, etc., in the improvement works to their existing buildings through various minor projects under subhead 8100EX - Alterations, additions, repairs and improvements to the campuses of the UGC-funded institutions.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB272**

Question Serial No.

1299

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please clearly list the "various grants earmarked for specific purposes" in the budget under "recurrent subventions" on page 905.

Asked by: Hon. CHAN Mo-po, PaulReply:

Major items of grants earmarked for specific purposes included in the amounts of recurrent subventions on page 905 of the draft estimates are tabulated below -

Grants earmarked for specific purposes (\$ million)	Academic Year		
	2010/11 (Actual)	2011/12 (Revised Estimate)	2012/13 (Estimate)
Transfer to the Research Grants Council for Earmarked Research Grants	100.0	100.0	128.5*
Central Allocation Vote Funding (including Areas of Excellence Scheme)	100.0	100.0	220.0
Grants for Knowledge Transfer Activities	50.0	50.0	52.8
Blister Teacher Education Programmes	16.5	19.8	34.2
Earmarked Grants for Home Financing Scheme and Other Housing-related Benefits	281.9	164.0	95.9
Refund of rates and Government Rent	162.5	186.5	206.8

* Include \$100 million deployed within the Cash Limit for research funding and \$28.5 million designated as research funding for Humanities and Social Sciences disciplines.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

EDB273

Question Serial No.

1300

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 amount and percentage of research funding spent on research in Humanities subjects, in the 2010/11 academic year and the estimated expenditure in the 2011/12 and 2012/13 academic years?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

According to information provided by the University Grants Committee-funded institutions, the institutional research expenditure in the 2010/11 academic year for Arts and Humanities academic departments was \$636.8 million, accounting for 9.2% of the total institutional research expenditure. We do not have ready information on the research expenditure for Humanities academic departments only. As the research expenditure is only reported by institutions on the completion of an academic year, we do not have the figures for the 2011/12 and 2012/13 academic years.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

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

EDB274

Question Serial No.

1301

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 stated in the Budget page 906, the number of sub-degree students is expected to decrease in the 2012/13 academic year (from 5 843 to 5 345). Bearing in mind the implementation of the new “3+3+4” academic structure in 2012, the number of students leaving secondary school for higher education is expected to rise significantly this year, so should the demand for sub-degree places. What is the reason behind the expected decrease?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

The approved student number for the University Grants Committee (UGC)-funded sub-degree programmes for 2011/12 was 5 591 while the estimated actual enrolment was 5 843 (as stated in page 906 of the Estimates). There is a decrease of 246 approved student places for sub-degree programmes between 2011/12 and 2012/13 mainly because of the conversion of the education-related sub-degree places to undergraduate places as agreed between the Hong Kong Institute of Education and the UGC and the phasing-out/discontinuation of those sub-degree programmes which could not meet specific exemption criteria as advised by the Administration in response to UGC's Higher Education Review 2002, as follows –

- (i) courses that require high start-up and maintenance costs or access to expensive laboratories/equipment;
- (ii) courses that meet specific manpower needs; and
- (iii) courses that can be regarded as endangered species (*i.e.* those that lack market appeal to the provider and the average student, such as pure arts or science).

Based on the latest statistics provided by institutions, it is estimated that there will be about 37 500 intake places for publicly-funded and full-time accredited self-financing sub-degree programmes in the 2012/13 double cohort year. Meanwhile, the UGC-funded institutions and the Hong Kong Academy for Performing Arts will double their first-year-first-degree (FYFD) intake places in the 2012/13 academic year, offering 15 150 FYFD intake places respectively for each of the double cohorts. The self-financing tertiary institutions will also offer around 7 400 degree intake places. Taking into account another 35 000 intake places for the New Yi Jin Diploma, vocational and other programmes, it is believed that there are sufficient opportunities to meet the needs of the double cohorts.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

EDB275

Question Serial No.

1303

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) What are the amounts of expenditure spent on academic research in 2009-10, 2010-11 and 2011-12?
What are the respective percentages of these figures as part of GDP?

(b) What percentage of GDP is expected to be spent on academic research in 2012-13?

Asked by: Hon. CHAN Mo-po, Paul

Reply:

(a) & (b) According to information provided by the University Grants Committee-funded institutions, the total institutional research expenditure in the 2009/10 academic year was \$6,835.1 million, accounting for 0.42% of Hong Kong's Gross Domestic Product (GDP). In the 2010/11 academic year, the total institutional research expenditure was \$6,948.3 million, accounting for 0.40% of Hong Kong's GDP. As the research expenditure is only available on the completion of an academic year, we do not have the figures for the 2011/12 and 2012/13 academic years.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

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

EDB276

Question Serial No.

0328

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 set out the numbers of places and the amounts of tuition fees for Year 2 and Year 3 undergraduate programmes run on a self-financing basis provided for sub-degree graduates in the 2011/12 academic year by institution, programme and full-time/part-time mode.
- (b) Please set out the numbers of places and the amounts of tuition fees for Year 2 and Year 3 UGC-funded undergraduate programmes to be provided for sub-degree graduates in the 2012/13 academic year by institution, programme and full-time/part-time mode.

Asked by: Hon. Tanya CHAN

Reply:

- (a) The number of self-financing Year 2 and Year 3 full-time locally-accredited undergraduate places at intake level run by the University Grants Committee (UGC)-funded institutions (including their continuing education arms) for articulation by sub-degree graduates and the tuition fees for the 2011/12 academic year are at Annex 1.
- (b) The numbers of UGC-funded Year 2 and Year 3 undergraduate places for articulation by sub-degree graduates by institution and programme for the 2012/13 academic year are set out at Annex 2. The UGC is funding the full-time undergraduate programmes only, and the tuition fee is \$42,100 per year.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 28 February 2012

**Full-time Locally Accredited Self-financing Top-up Degree Programmes
offered by UGC-funded Institutions, 2011/12**

Institution	Programme	Places at Intake Level	Average Annual Tuition Fee (HK\$)
CityU	Bachelor of Arts	134	\$75,000 - \$80,100
	Bachelor of Design	120	\$72,000
	Bachelor of Science	140	\$75,000
	Bachelor of Social Sciences	80	\$85,200
	Sub-total	474	\$72,000 - \$85,200
HKBU	Bachelor of Arts	110	\$63,000 - \$67,200
	Bachelor of Commerce	200	\$63,000
	Bachelor of Social Sciences	230	\$63,000
	Sub-total	540	\$63,000 - \$67,200
HKIEd	Bachelor of Health Education	50	\$63,000
	Sub-total	50	\$63,000
PolyU	Bachelor of Arts	960	\$60,000 - \$63,000
	Bachelor of Business Administration	160	\$85,000
	Bachelor of Engineering	110	\$77,500 - \$81,250
	Bachelor of Science	135	\$76,250 - \$78,750
	Sub-total	1 365	\$60,000 - \$85,000
Total		2 429	

Notes:

- 1.. CityU City University of Hong Kong HKBU Hong Kong Baptist University
HKIEd The Hong Kong Institute of Education PolyU The Hong Kong Polytechnic University
2. The Education Bureau (EDB) collects data on the number of places and tuition fee at intake level only. The Information Portal for Accredited Post-Secondary Programmes operated by EDB only covers full-time locally-accredited programmes. The tuition fees of part-time programmes are not available.

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of Full-time UGC-funded Programmes, 2012/13 Academic Year**

Institution	Programme	2012/13	
		Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	124	149
	Bachelor of Arts/Bachelor of Science	72	-
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	51	31
	Bachelor of Science	78	62
	Bachelor of Social Sciences	184	156
	Sub-total	795	684
HKBU	Bachelor of Arts	76	59
	Bachelor of Business Administration	58	42
	Bachelor of Science	38	31
	Bachelor of Social Sciences (including Bachelor of Social Work)	61	46
	Sub-total	233	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	60
	Bachelor of Science (including Bachelor of Health Science)	65	15
	Bachelor of Social Sciences	36	6
	Sub-total	235	155
HKIEd	Bachelor of Arts	13	-
	Bachelor of Social Sciences	7	-
	Sub-total	20	-
PolyU	Bachelor of Arts	299	226
	Bachelor of Business Administration	54	48
	Bachelor of Business Administration/Bachelor of Science	93	85
	Bachelor of Engineering	100	93
	Bachelor of Science	259	242
	Sub-total	805	694
HKUST	Bachelor of Business Administration	15	-
	Bachelor of Engineering	65	57
	Bachelor of Science	20	-
	Sub-total	100	57
HKU	Bachelor of Arts	35	27
	Bachelor of Engineering	20	-
	Bachelor of Nursing	25	-

Institution	Programme	2012/13	
		Penultimate Year (Intake)	Final Year
	Bachelor of Science	65	48
	Bachelor of Social Sciences	30	20
	Sub-total	175	95
Total		2 487	1 987

Note:

- | | | | |
|-------|--|-------|--------------------------------------|
| 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 |

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

Reply Serial No.

EDB277

Question Serial No.

0564

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 Government's earlier proposal of providing an additional 4000 senior year places during the 2012/13 to 2014/15 academic years, please tabulate the expected number of places provided, the number of places allocated to each institution and their distribution by programme in each of these years.

Asked by: Hon. Tanya CHAN

Reply:

The Administration will increase the number of senior year places by 4000 by 2015/16 on a gradual basis. The numbers of the University Grants Committee (UGC)-funded senior year undergraduate places by institution and programme for the 2012/13 to 2014/15 triennium are set out at Annex.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2012/13 to 2014/15 Academic Years**

Institution	Programme	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	124	149	185	124	269	185
	Bachelor of Arts/Bachelor of Science	72	-	72	72	90	72
	Bachelor of Business Administration	286	286	286	286	347	286
	Bachelor of Engineering	51	31	64	51	167	64
	Bachelor of Science	78	62	87	78	115	87
	Bachelor of Social Sciences	184	156	233	184	321	233
	Sub-total	795	684	927	795	1 309	927
HKBU	Bachelor of Arts	76	59	92	76	126	92
	Bachelor of Business Administration	58	42	74	58	106	74
	Bachelor of Science	38	31	45	38	59	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	61	46	77	61	107	77
	Sub-total	233	178	288	233	398	288
LU	Bachelor of Arts	52	52	52	52	52	52
	Bachelor of Business Administration	44	44	44	44	44	44
	Bachelor of Social Sciences	28	28	28	28	28	28
	Sub-total	124	124	124	124	124	124
CUHK	Bachelor of Arts	34	34	65	34	73	65
	Bachelor of Business Administration	10	10	10	10	10	10
	Bachelor of Engineering	30	30	30	30	32	30
	Bachelor of Nursing	60	60	60	60	60	60
	Bachelor of Science (including Bachelor of Health Science)	65	15	105	65	151	105
	Bachelor of Social Sciences	36	6	45	36	59	45
	Sub-total	235	155	315	235	385	315
HKIED	Bachelor of Arts	13	-	27	13	34	27
	Bachelor of Social Sciences	7	-	14	7	46	14
	Sub-total	20	-	41	20	80	41
PolyU	Bachelor of Arts	299	226	336	299	216	336
	Bachelor of Arts/Bachelor of Science	-	-	-	-	365	-
	Bachelor of Business Administration	54	48	62	54	-	62
	Bachelor of Business Administration/ Bachelor of Science	93	85	103	93	241	103

Institution	Programme	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
	Bachelor of Engineering	100	93	151	100	40	151
	Bachelor of Engineering/Bachelor of Science	-	-	-	-	235	-
	Bachelor of Science	259	242	285	259	222	285
	Sub-total	805	694	937	805	1 319	937
HKUST	Bachelor of Business Administration	15	-	15	15	15	15
	Bachelor of Engineering	65	57	65	65	65	65
	Bachelor of Science	20	-	20	20	20	20
	Sub-total	100	57	100	100	100	100
HKU	Bachelor of Arts	35	27	50	35	50	50
	Bachelor of Business Administration	-	-	-	-	30	-
	Bachelor of Engineering	20	-	30	20	30	30
	Bachelor of Nursing	25	-	25	25	25	25
	Bachelor of Science	65	48	110	65	110	110
	Bachelor of Social Sciences	30	20	40	30	40	40
	Sub-total	175	95	255	175	285	255
Total		2 487	1 987	2 987	2 487	4 000	2 987

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

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

EDB278

Question Serial No.

0581

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 5 years, among the students pursuing publicly-funded degree programmes in higher education institutions in Hong Kong, how many of them were local, overseas and Mainland students respectively? What were their numbers and percentage shares of the total number of students? What were their respective shares of the total amount of assistance granted?

Asked by: Hon. CHAN Tanya

Reply:

The student enrollment in UGC-funded undergraduate programmes by institution and place of origin for the past five years is set out at Annex. Figures for the 2011/12 academic year are provisional.

In accordance with Government's policy, in respect of non-local students, institutions may enroll up to 20% of the approved UGC-funded student number. This 20% comprises up to 4% within the UGC-funded number and up to 16% outside the UGC-funded number. It would not be possible to attribute specific amount of funding to students from different places of origin as funding is made in the form of a block grant on the basis of approved student places allocated to the institutions. As a general rule, UGC-funded institutions should charge non-local students tuition fees at a level which is at least sufficient to recover all additional direct costs for the non-publicly funded places. At present, institutions normally charge non-local students at a level higher than that of local students.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**Student Enrollment (Headcount) of UGC-funded Undergraduate Programmes
by Institution, and Place of Origin, 2007/08 to 2011/12**

Academic year	Place of Origin	Institution								
		CityU	HKBU	LU	CUHK	HKIEd	PolyU	HKUST	HKU	Total
2007/08	Local students	7 612 (94.0%)	4 311 (92.7%)	2 174 (94.7%)	9 539 (92.0%)	2 917 (94.9%)	8 425 (93.2%)	5 297 (90.6%)	9 105 (91.1%)	49 380 (92.5%)
	Mainland China	473 (5.8%)	333 (7.2%)	105 (4.6%)	727 (7.0%)	156 (5.1%)	574 (6.4%)	489 (8.4%)	801 (8.0%)	3 658 (6.9%)
	Other non-local students	14 (0.2%)	4 (0.1%)	16 (0.7%)	101 (1.0%)	- (-)	37 (0.4%)	62 (1.1%)	87 (0.9%)	321 (0.6%)
	Total	8 099	4 648	2 295	10 367	3 073	9 036	5 848	9 993	53 359
2008/09	Local students	7 693 (92.3%)	4 294 (91.4%)	2 157 (92.3%)	9 829 (91.5%)	3 227 (94.4%)	8 548 (91.5%)	5 286 (89.0%)	9 226 (90.1%)	50 260 (91.3%)
	Mainland China	607 (7.3%)	399 (8.5%)	153 (6.5%)	797 (7.4%)	192 (5.6%)	748 (8.0%)	559 (9.4%)	893 (8.7%)	4 348 (7.9%)
	Other non-local students	34 (0.4%)	4 (0.1%)	26 (1.1%)	117 (1.1%)	- (-)	49 (0.5%)	94 (1.6%)	118 (1.2%)	442 (0.8%)
	Total	8 334	4 697	2 336	10 743	3 419	9 345	5 939	10 237	55 050
2009/10	Local students	7 858 (92.0%)	4 307 (90.8%)	2 136 (91.4%)	10 030 (91.1%)	3 608 (94.1%)	8 899 (90.9%)	5 345 (89.0%)	9 236 (89.3%)	51 419 (90.8%)
	Mainland China	636 (7.4%)	428 (9.0%)	180 (7.7%)	848 (7.7%)	227 (5.9%)	818 (8.4%)	517 (8.6%)	908 (8.8%)	4 562 (8.1%)
	Other non-local students	51 (0.6%)	8 (0.2%)	22 (0.9%)	134 (1.2%)	- (-)	73 (0.7%)	142 (2.4%)	199 (1.9%)	629 (1.1%)
	Total	8 545	4 743	2 338	11 012	3 835	9 790	6 004	10 343	56 610
2010/11	Local students	7 905 (91.7%)	4 341 (90.7%)	2 021 (90.5%)	10 205 (91.0%)	3 904 (94.1%)	8 971 (90.4%)	5 411 (88.0%)	9 209 (87.8%)	51 967 (90.3%)
	Mainland China	624 (7.2%)	437 (9.1%)	191 (8.6%)	852 (7.6%)	242 (5.8%)	848 (8.5%)	497 (8.1%)	947 (9.0%)	4 638 (8.1%)
	Other non-local students	91 (1.1%)	8 (0.2%)	21 (0.9%)	156 (1.4%)	4 (0.1%)	101 (1.0%)	243 (4.0%)	336 (3.2%)	960 (1.7%)
	Total	8 620	4 786	2 233	11 213	4 150	9 920	6 151	10 492	57 565
2011/12 [#]	Local students	7 891 (91.8%)	4 334 (90.4%)	1 963 (91.2%)	10 383 (90.3%)	4 200 (95.1%)	8 993 (90.4%)	5 573 (87.2%)	9 162 (86.3%)	52 499 (89.9%)
	Mainland China	590 (6.9%)	450 (9.4%)	168 (7.8%)	911 (7.9%)	211 (4.8%)	801 (8.1%)	474 (7.4%)	977 (9.2%)	4 582 (7.8%)
	Other non-local students	113 (1.3%)	9 (0.2%)	21 (1.0%)	210 (1.8%)	5 (0.1%)	151 (1.5%)	342 (5.4%)	480 (4.5%)	1 331 (2.3%)
	Total	8 594	4 793	2 152	11 504	4 416	9 945	6 389	10 619	58 412

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 |
- [#] Provisional figures.
- Figures in brackets denote percentage share to total student enrollment.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB279**

Question Serial No.

0377Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

- (a) Are there any cost overruns arising from the “3+3+4” academic reform and related campus facilities improvement capital works projects in various institutions? If yes, please list out the amount of cost overruns and solutions for each institution.
- (b) What is the shortfall of hostel places for local and non-local students in individual institutions from the 2011/12 to 2014/15 academic years?

Asked by: Hon. CHEUNG Man-kwongReply:

- (a) The latest estimated total expenditure of the 12 capital works projects related to “3+3+4” are all within their respective project estimates approved by the Legislative Council, as set out below –

Project Code	Project Title	Institution¹	Approved Project Estimate (\$ million)
8024EJ	Academic and administration building	CityU	888.5
8020EH	Baptist University Road campus development ²	HKBU	945.1
8005EU ³	New academic block	LU	216.0
	New student hostel		
8049EF	Student amenity centre	CUHK	206.5
8050EF	Extension to the existing University Library at Central Campus	CUHK	251.7
8051EF	An integrated teaching building	CUHK	176.0
8052EF	Centralized general research laboratory complex (block 1) in Area 39	CUHK	455.8
8026EK	Phase 8 development	PolyU	1,337.4
8010EL	New academic building	HKUST	668.5
8011EL	Extension to the existing Academic Building ⁴	HKUST	116.1
8054EG	Centennial Campus, phase 1	HKU	1,099.8
Total			6,361.4

Notes:

- 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 project consists of phase 1 to provide additional space of some 8 268 m² in net operational floor area to support the implementation of the new academic structure and phase 2 to provide some 11 447 m² in net operational floor area for meeting the existing space shortfall. Their shares of the approved project estimate are \$425.5 million and \$519.6 million in money-of-the-day prices respectively.
- 3 LU's new academic block and new student hostel projects were combined in January 2008. The approved project estimate includes \$127.9 million for the academic block and \$88.1 million for the student hostel.
- 4 The Finance Committee of the Legislative Council at its meeting on 21 November 2008 approved an increase in the project estimate from \$90.8 million by \$25.3 million to \$116.1 million in money-of-the-day prices.

- (b) There are currently some 28 600 publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions, including some 5 000 places under construction. In the 2011/12 academic year, the additional requirements for hostel places above the existing level of supply is at 2 883 based on the prevailing enrolment rate of non-local students by the institutions. With the implementation of new academic structure, the increase in first-year-first-degree places by 380 and the increase in senior year places by 4 000 and the progressive increase in the ratio of non-local students during the 2012/13 to 2014/15 triennium, we anticipate that the indicative additional requirements above the existing level of supply will further increase to around **13 600** by the 2014/15 academic year. Breakdown figures are tabulated below –

	Additional requirements for hostel places above the 2011/12 level of supply	
Institutions	Actual requirements in 2011/12 (based on the prevailing enrolment rate of non-local students by institutions)	Indicative requirements in 2014/15 (to enable institutions to fully utilise the 20% non-local student quota)
City University of Hong Kong	797	2 988
Hong Kong Baptist University	544	1 478
Lingnan University	-	-
The Chinese University of Hong Kong	107	2 466
The Hong Kong Institute of Education	-	-
The Hong Kong Polytechnic University	100	2 735
The Hong Kong University of Science and Technology	669	1 577
The University of Hong Kong	666	2 360
Total	2 883	13 604

The UGC is working closely with the Administration and institutions to meet the additional requirements for hostel places. It is anticipated that a total of some 3 820 publicly-funded hostel places will be provided by six hostel projects under planning. These projects include one joint hostel project in Tsung Kwan O, and five other hostel projects in Ma Liu Shui/Tai Po, Ma On Shan and Sai Ying Pun. In addition, it is estimated that some 5 000 additional hostel places can be provided by institutions within or in the vicinity of the campus. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to identify other new sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Signature: _____

Name in block letters: Richard T Armour

Post Title: Secretary-General, University Grants Committee

Date: 29 February 2012

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

EDB280

Question Serial No.

0378

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 list out the estimated increase/decrease in manpower and expenditure of each of the institutions in 2012/13 in relation to the implementation of the four-year normative curriculum.
- (b) Please provide, where available, 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 2011/12 to 2014/15 academic years.
- (c) Please list out the increase/decrease in the number of senior staff, the expenditure on salaries involved and the percentage of such expenditure in the overall expenditure in each of the funded institutions from the 2011/12 to 2014/15 academic years.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The New Academic Structure (NAS) will be implemented in the higher education sector starting from the 2012/13 academic year. To cope with the increase of students arising from the implementation of the NAS and the double cohort, the University Grants Committee (UGC)-funded institutions have been recruiting additional academic and administrative staff to ensure sufficient manpower before September 2012. The increase in the number of academic and administrative/support staff for the preparation and implementation of the four-year undergraduate curriculum by 2012 as advised by the UGC-funded institutions is set out at Annex A.

In terms of funding, the Government has, with the approval of the Finance Committee of the Legislative Council in 2005, set aside a one-line allocation of \$550 million to meet one-off needs of the eight UGC-funded institutions arising from implementation of the NAS. The grants have been spent in various ways, including early engagement of additional academic, professional and supporting staff for curriculum development and development of administrative/admission systems, etc. Besides, recurrent grants for the funded institutions will increase by \$3 billion, from \$11.3 billion in the 2011/12 academic year to \$14.3 billion in the 2014/15 academic year. Funding allocated to the institutions is in the form of a block grant for which the UGC does not specify how it should be spent by the institutions.

- (b) The total number and respective percentage of staff on contract, long-term contract and substantive appointment in the 2011/12 academic year as provided by the eight UGC-funded institutions are set out at Annex B. The breakdown between staff on temporary contract and term contract is not readily available. Figures for the 2012/13 academic years and subsequent years are not available.

The percentage of staff changes for each of the UGC-funded institutions from the 2010/11 academic year to the 2011/12 academic year is at Annex C.

- (c) The change in the number of senior staff by institution from the 2010/11 academic year to the 2011/12 academic year is as follows –

Name of Institution	Number of senior staff in 2010/11	Number of senior staff in 2011/12	Change in the number compared with the previous year
CityU	298	305	+7
HKBU	138	137	-1
LU	50	49	-1
CUHK	346	340	-6
HKIED	122	114	-8
PolyU	422	401	-21
HKUST	318	325	+7
HKU	347	342	-5

Note: Senior staff include professors, readers, senior lecturers, principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.

Information for the 2012/13 to 2013/14 academic years is not available. As regards expenditure on salaries of senior staff, as the UGC has not sought to control for funding purposes the senior to junior ratio of staff in the institution since the delinking of salary scales in 2003, the information is not available.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

Increase in the Number of Staff for the Implementation of the New Academic Structure

Institutions	Increase in the number of staff for the implementation of the New Academic Structure		
	(1) Academic Staff	(2) Administrative / Support Staff	(1)+(2) Total
City University of Hong Kong	120	30 – 40	150 – 160
The Hong Kong Baptist University	55	30	85
Lingnan University	14	10	24
The Chinese University of Hong Kong	200	150	350
The Hong Kong Institute of Education	15	28	43
The Hong Kong Polytechnic University	100	30	130
The Hong Kong University of Science and Technology	80	150	230
The University of Hong Kong	200	130	330

Notes:

- (a) Figures shown in the above table refers to the planned increase of staff by the institutions for the implementation of the four-year undergraduate curriculum. They include the number of staff already in place for the preparation of the new curriculum and those to be recruited by 2012.
- (b) The scale of recruitment varies across institutions because of the differences in the size of and programmes offered by the institutions.

Annex B**Number and Percentage of Staff on Contract, Long-term Contract and Substantive Appointment in UGC-funded Institutions
in the 2011/12 Academic Year**

Institution	2011/12					
	Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 262	46.4%	5	0.2%	1 453	53.4%
HKBU	674	51.6%	0	0%	632	48.4%
LU	169	36.6%	133	28.8%	160	34.6%
CUHK	2 023	49.1%	30	0.7%	2 065	50.1%
HKIEd	549	52.3%	44	4.2%	456	43.5%
PolyU	751	26.4%	39	1.4%	2 060	72.3%
HKUST	742	33.9%	19	0.9%	1 429	65.3%
HKU	2 537	55.1%	116	2.5%	1 955	42.4%

Legend:

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

Notes:

1. Contract staff refers to staff with offer of appointment for three years or less per contract.
2. Long-term contract staff refers to staff with offer of appointment for more than three years per contract.
3. For CityU, HKBU and HKIEd, figures exclude research, honorary and part-time staff; for HKUST, figures exclude part-time and honorary staff.

Staff Changes in UGC-funded Institutions

Institution	2010/11 Total Staff No.	2011/12 Total Staff No.	Estimated changes between 2010/11 and 2011/12	
			No.	% <i>change</i>
CityU	2 757	2 720	-37	-1.3%
HKBU	1 272	1 306	+34	+2.7%
LU	459	462	+3	+0.7%
CUHK	4 106	4 118	+12	+0.3%
HKIEd	1 025	1 049	+24	+2.3%
PolyU	2 869	2 850	-19	-0.7%
HKUST	2 178	2 190	+12	+0.6%
HKU	4 658	4 608	-50	-1.1%

Legend:

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

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

EDB281

Question Serial No.

0379

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:

Of the expenditures on salaries and benefits of each institution from the 2011/12 to 2012/13 academic years, how much was or will be funded by public funding and income other than public funds?

Asked by: Hon. CHEUNG Man-kwong

Reply:

The bulk of the Government subvention to the eight University Grants Committee (UGC)-funded institutions is in the form of a block grant which provides for a one-line allocation of resources for a funding period (usually a triennium). As such, it is not possible to ascertain the expenditure on staff salaries and benefits that is publicly-funded.

However, as an indication and according to information provided by the eight institutions, their total expenditure in the 2010/11 academic year was \$16,403.1 million, 73% of which was related to expenditure on staff salaries and benefits. During the same period, Government subvention and other public funding amounted to \$12,676.5 million, which contributed to 74% of the institutions' total income, with the remainder from tuition fees and other miscellaneous sources. Information for the 2011/12 and 2012/13 academic years is not yet available.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

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

Reply Serial No.

EDB282

Question Serial No.

0380

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 information on the distribution of senior year places for articulation offered by the Government within the 2012/13 to 2014/15 triennium by institution and academic discipline.

Asked by: Hon. CHEUNG Man-kwong

Reply:

The numbers of UGC-funded senior year undergraduate places by institution and academic discipline for the 2012/13 to 2014/15 triennium are set out at Annex.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2012/13 to 2014/15 Academic Years**

Institution	Programme/Discipline	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	124	149	185	124	269	185
	Bachelor of Arts/Bachelor of Science	72	-	72	72	90	72
	Bachelor of Business Administration	286	286	286	286	347	286
	Bachelor of Engineering	51	31	64	51	167	64
	Bachelor of Science	78	62	87	78	115	87
	Bachelor of Social Sciences	184	156	233	184	321	233
	Sub-total	795	684	927	795	1 309	927
HKBU	Bachelor of Arts	76	59	92	76	126	92
	Bachelor of Business Administration	58	42	74	58	106	74
	Bachelor of Science	38	31	45	38	59	45
	Bachelor of Social Sciences (including Bachelor of Social Work)	61	46	77	61	107	77
	Sub-total	233	178	288	233	398	288
LU	Bachelor of Arts	52	52	52	52	52	52
	Bachelor of Business Administration	44	44	44	44	44	44
	Bachelor of Social Sciences	28	28	28	28	28	28
	Sub-total	124	124	124	124	124	124
CUHK	Bachelor of Arts	34	34	65	34	73	65
	Bachelor of Business Administration	10	10	10	10	10	10
	Bachelor of Engineering	30	30	30	30	32	30
	Bachelor of Nursing	60	60	60	60	60	60
	Bachelor of Science (including Bachelor of Health Science)	65	15	105	65	151	105
	Bachelor of Social Sciences	36	6	45	36	59	45
	Sub-total	235	155	315	235	385	315
HKIEd	Bachelor of Arts	13	-	27	13	34	27
	Bachelor of Social Sciences	7	-	14	7	46	14
	Sub-total	20	-	41	20	80	41
PolyU	Bachelor of Arts	299	226	336	299	216	336
	Bachelor of Arts/Bachelor of Science	-	-	-	-	365	-
	Bachelor of Business Administration	54	48	62	54	-	62
	Bachelor of Business Administration/ Bachelor of Science	93	85	103	93	241	103

Institution	Programme/Discipline	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
	Bachelor of Engineering	100	93	151	100	40	151
	Bachelor of Engineering/Bachelor of Science	-	-	-	-	235	-
	Bachelor of Science	259	242	285	259	222	285
	Sub-total	805	694	937	805	1 319	937
HKUST	Bachelor of Business Administration	15	-	15	15	15	15
	Bachelor of Engineering	65	57	65	65	65	65
	Bachelor of Science	20	-	20	20	20	20
	Sub-total	100	57	100	100	100	100
HKU	Bachelor of Arts	35	27	50	35	50	50
	Bachelor of Business Administration	-	-	-	-	30	-
	Bachelor of Engineering	20	-	30	20	30	30
	Bachelor of Nursing	25	-	25	25	25	25
	Bachelor of Science	65	48	110	65	110	110
	Bachelor of Social Sciences	30	20	40	30	40	40
	Sub-total	175	95	255	175	285	255
Total		2 487	1 987	2 987	2 487	4 000	2 987

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

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB283**

Question Serial No.

0381

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

- (a) Please provide a breakdown of various types of research funding provided by the Government for each institution and the research funding secured by each institution through competition in the 2011/12 academic year.
- (b) How many research projects have been terminated prematurely from the 2010/11 to 2011/12 academic years? What are the reasons and the funds involved?
- (c) Please provide details (or estimated figures) of the staff establishment, minimum salary point, mode of employment and wastage of research assistants and senior research assistants of various funded institutions from the 2011/12 to 2014/15 academic years (if any).

Asked by: Hon. CHEUNG Man-kwongReply:

- (a) According to information provided by the University Grants Committee (UGC)-funded institutions, the amount of funding received from the Government which was utilized for research purposes in the 2010/11 academic year, with breakdown by source of funding, is listed below. Information in respect of the 2011/12 academic year is not yet available as such information is only reported by institutions on completion of an academic year.

Institution	From UGC / Research Grants Council (RGC)	From other Government sources	Total
City University of Hong Kong	597.2	31.5	628.7
Hong Kong Baptist University	280.3	11.9	292.2
Lingnan University	86.8	1.7	88.5
The Chinese University of Hong Kong	1,180.2	171.3	1,351.5
Hong Kong Institute of Education	150.2	26.7	176.9
The Hong Kong Polytechnic University	660.8	86.6	747.4
The Hong Kong University of Science and Technology	634.1	58.5	692.6
The University of Hong Kong	1,534.6	147.9	1,682.5

Research funding secured by each institution through competition administered by UGC/RGC for the 2011/12 academic year (up to mid February 2012) is listed below:

Institution	Research funding secured through competition (\$ million)
City University of Hong Kong	78.4
Hong Kong Baptist University	29.9
Lingnan University	3.9
The Chinese University of Hong Kong	250.7
Hong Kong Institute of Education	13.7
The Hong Kong Polytechnic University	92.2
The Hong Kong University of Science and Technology	162.0
The University of Hong Kong	365.6

(Note: Research funding awarded to an institution in the academic year is meant to be spent in the coming several years, over the duration of a project.)

- (b) The total number of research projects monitored by the UGC and RGC, as well as the number of research projects terminated in 2010/11 and 2011/12 are as follows:

Academic Year	No. of projects monitored by UGC/ RGC	No. of terminated projects (% total)	Funds involved (\$ million)	Funds returned to UGC/ RGC (\$ million)
2010/11	4 530	6 (0.13%)	2.8	0.8
2011/12*	4 761	9 (0.19%)	7.3	1.0

* Position up to 9 February 2012

The reasons for terminating the 15 projects are as follows:

Reason	Number
Departure of the Principal Investigators from UGC-funded institutions	13
Progress Reports Overdue	2
Total	15

- (c) The staff establishment, minimum salary point, mode of employment and turnover rate of research assistants and senior research assistants of UGC-funded institutions, broken down by institution in the 2010/11 and 2011/12 academic years are set out at Annex. The figures for the 2012/13 academic year are not yet available, as they are dependent on the success in research funding exercises and the outcomes of most of the funding exercises to be administered by UGC/RGC.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 28 February 2012

**Staff establishment, minimum salary point, mode of employment and turnover rate
of Research Assistants and Senior Research Assistants in UGC-funded institutions
in the 2010/11 and 2011/12 academic years**

2010/11

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of employment			Turnover rate*	Minimum pay (\$)	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	14.6%	9,225	184	23	306	14.2%	16,860	111	13	115
HKBU	13.1%	8,000	61	5	269	9.9%	20,000	33	0	109
LU	0%	14,065	1	0	1	50%	20,450	4	0	0
CUHK	11%	14,340	172	12	122	N/A	N/A	0	0	0
HKIEd	17.4%	12,400	59	17	119	25%	14,875	26	1	37
PolyU	21.4%	10,000	108	23	248	14.8%	14,000	63	14	133
HKUST	14.4%	9,235	24	2	230	N/A	N/A	0	0	0
HKU	11.7%	12,020	69	3	738	4.3%	12,760	24	2	91

2011/12 (as at 31 January 2012)

Institution	Research Assistant					Senior Research Assistant				
	Turnover rate*	Minimum pay (\$)	Mode of employment			Turnover rate*	Minimum pay (\$)	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	11.3%	9,225	134	15	363	8.5%	16,860	74	7	118
HKBU	9.9%	8,000	61	0	231	7.0%	20,000	32	0	97
LU	0	21,175	1	0	0	20%	22,520	6	0	0
CUHK	5.7%	14,420	115	10	150	N/A	N/A	0	0	0
HKIEd	11.3%	13,200	49	11	126	6.2%	15,825	18	3	44
PolyU	9.2%	10,000	93	21	224	7.1%	14,000	59	14	111
HKUST	8.9%	9,285	20	0	208	0%	N/A	0	0	0
HKU	7.8%	12,760	77	0	723	3.2%	25,060	28	1	95

Legend

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

* In calculating the turnover rate, institutions have excluded staff leaving upon completion of contract.

Short-term contracts mean contracts which are of one year or less.

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

EDB284

Question Serial No.

1702

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 information on the annual requirement for hostel places by local and non-local students studying subsidized and non-subsidized programmes and the shortfall of such places from the 2009/10 academic year to the 2012/13 academic year respectively.
- (b) Please provide information on the unit cost of hostel places of each institution and the criteria for working out the number of hostel places, including the length of accommodation offered for various categories of students according to their place of origin, level of study, and funding mode of programmes.

Asked by: Hon. CHEUNG Man-kwong

Reply:

- (a) The additional requirements for publicly-funded hostel places for University Grants Committee (UGC)-funded programmes from the 2009/10 academic year to the 2011/12 academic year above the respective prevailing levels of supply and based on the respective prevailing enrolment rates of non-local students by the institutions are at 2 769, 3 192 and 2 883 places. With the implementation of new academic structure, the increase in first-year-first-degree places by 380 and the increase in senior year places by 4 000, and the progressive increase in the ratio of non-local students during the 2012/13 to 2014/15 triennium, we anticipate that the indicative additional requirements above the 2011/12 level of supply to enable institutions to fully utilise the 20% non-local student quota will further increase to around 13 600 by the 2014/15 academic year.

The UGC is working closely with the Administration and institutions to meet the additional requirements for publicly-funded hostel places. It is anticipated that a total of some 3 820 publicly-funded hostel places will be provided by six hostel projects under planning. These projects include one joint hostel project in Tsueng Kwan O, and five other hostel projects in Ma Liu Shui/Tai Po, Ma On Shan and Sai Ying Pun. In addition, it is estimated that some 5 000 additional hostel places can be provided by institutions within or in the vicinity of the campus. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to identify other new sites and to seek the necessary funding support for new hostel projects through the established mechanism.

We do not provide publicly-funded hostel places for students of self-financing programmes and do not have information about privately-funded hostel places for these students.

- (b) The unit cost of a student hostel place depends mainly on the prevailing construction cost in the market and the site conditions. In a recent student hostel project, the estimated cost, taking into account all associated facilities, is about \$450,000 per hostel place in September 2011 prices. The Government will fund up to 75% of the capital cost of the approved level of publicly-funded student hostel provision,

with the remainder to be met by the respective institutions using their own sources of private funding.

Under the existing policy, UGC-funded institutions are provided with publicly-funded student hostels calculated in accordance with the following criteria:

- (i) all undergraduate students should be given the opportunity to stay in student hostels for at least one year of their courses;
- (ii) all research postgraduate students should be granted student hostel places;
- (iii) all non-local students should be granted student hostel places; and
- (iv) undergraduate students whose daily traveling time exceeds four hours should be provided with student hostel places.

The criteria are applicable to all UGC-funded institutions, except for the Lingnan University which has been provided with hostel places for 50% of its full-time degree student population having regard to its remote location in Tuen Mun and its aspirations to develop itself into a relatively small, fully residential liberal arts institution, and the Hong Kong Institute of Education which was provided with hostel places for 50% of its full-time degree student population projected at the time of establishment of the Institute having regard to the potential benefits that hostel life would bring to the quality of pre-service teacher education.

The allocation of student hostel places to individual students is a matter within institutional autonomy. Institutions allocate publicly-funded and privately-funded hostel places to their students according to their own sets of criteria and procedures.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

EDB285

Question Serial No.

1649

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:

For programmes funded by the University Grants Committee (UGC), please list out the numbers of places to be reallocated on competitive basis among eight institutions at UGC's request and the percentage of these places in the total number of places, the number of places originally available in each institution, the number of places available upon competitive allocation, and the change in the number of places as a percentage of the total number of places.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

The UGC conducts academic planning and recurrent grants assessment with its funded institutions on a triennial basis. Given the finite number of publicly-funded student places, we need to have a mechanism to re-distribute places from time to time to encourage institutions to review periodically their institutional strategy and academic priorities, as well as to advance institutions' international competitiveness in line with the role of individual institutions and the higher education sector as a whole. To this end, we have adopted a performance-based competitive allocation mechanism since the 2009-12 triennium to distribute First-Year-First-Degree (FYFD) places. In the 2012-15 triennium, Lingnan University (LU) and six other UGC-funded institutions were each required to notionally set aside 4% and 6% respectively of their non-manpower-planned FYFD places to a central pool, for subsequent possible re-distribution among institutions to reflect comparative merits among themselves as assessed against agreed criteria. The remaining bulk of the FYFD places, including the manpower-planned places and 94% of the non-manpower-planned places, are unaffected. As agreed with the institutions, the competitive allocation applied to the 15 000 FYFD places allocated under the four-year normative curriculum only.

The required data are set out at Annex.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

Approved FYFDs allocated to the eight UGC-funded institution, for each year in the 2012/13 to 2014/15 triennium (Four-year normative curriculum)

	CityU	HKBU	LU	CUHK	HKIED	PolyU	HKUST	HKU	Total
(a) Non-manpower-planned places	2 035	1 137	553	2 548	120	1 822	1 874	2 297	12 386
(b) Number of places set aside for competitive allocation [i.e. 6% of (a)] ^{Note 1}	122	68	22	153	0	109	112	138	724
(c) Number of places earned back after competitive allocation (% change as compared to the original number of non-manpower-planned places)	122 (0%)	34 (-3%)	22 (0%)	261 (+4.2%)	0 (0%)	0 (-6%)	139 (+1.4%)	236 (+4.2%)	814 ^{Note 2} (+0.7%)
(d) Overall distribution of FYFD places (for each year in the 2012-15 triennium) (including both non-manpower and manpower places)	2 095	1 223	553	3 247	621	2 337	1 901	3 023	15 000
(e) Final overall distribution of FYFD places for 2011/12 (% change between 2011/12 and 2012/13)	2 095 (0%)	1 251 (-2.2%)	553 (0%)	3 083 (+5.3%)	610 (+1.8%)	2 260 (+3.4%)	1 894 (+0.3%)	2 874 (+5.2%)	14 620 (+2.6%)

Abbreviations:

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

^{Note 1} Each institution was required to set aside 6% of their non-manpower-planned places for competitive allocation, except for LU and HKIED. LU was required to set aside 4% of its FYFD places because of its “small size”. HKIED did not need to set aside any places for competitive allocation, since most of its programmes were either subject to the Administration’s manpower planning requirement or “protected” areas – in June 2009, the Executive Council approved the provision of 120 additional FYFD places to HKIED to provide non-teacher-education programmes starting from 2010/11 onwards to pave way for its development into a multi-disciplinary institution.

^{Note 2} There will be an increase of 380 FYFD places (i.e. from 14 620 to 15 000) for each cohort for each year in the 2012-15 triennium. Of the increase, 290 places have been allocated to meet manpower requirements and the remaining 90 places have been added to the central pool for competitive allocation to institutions.

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

EDB286

Question Serial No.

2694

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 assessment criteria currently laid down by each institution for progression from sub-degree to senior years of UGC-funded undergraduate programmes, and the percentage of each criterion among the total scores.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

Student admission is within the institutions' autonomy. Each institution has its own student admission policy in assessing applications of the sub-degree students articulating to their senior year undergraduate programmes. According to the institutions, they have a number of established criteria in assessing the applications, including the students' academic performance (e.g. examination results in public examinations and academic results in their sub-degree studies), performance in interviews/tests/auditions, non-academic achievements and interest (e.g. extra-curricular activities), other factors which individual academic units consider relevant to the study programme concerned, etc. In general, institutions do not assign weightings to the abovementioned criteria as applications are considered by respective academic faculties/departments in a holistic manner.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

EDB287

Question Serial No.

2091

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

- (a) Please provide the number of first-year-first-degree local and non-local students admitted by the University Grants Committee (UGC)-funded institutions through the Joint University Programmes Admissions System (JUPAS) and non-JUPAS routes in 2010/11 and 2011/12 academic years and their respective percentages by institutions and department (please provide the figures using the table at Annex)
- (b) Do the UGC-funded institutions currently admit JUPAS and non-JUPAS students according to a specific ratio? If yes, please provide details. If not, what are the criteria adopted by the institutions to objectively assess and admit the two groups of students?

Table attached

Number of students admitted to the UGC-funded First-Year-First-Degree places

Name of University	2010/11 academic year					2011/12 academic year				
	Number and percentage of JUPAS students	Number and percentage of local non-JUPAS students with a sub-degree qualification	Number and percentage of local non-JUPAS Students without a sub-degree qualification	Number and percentage of non-local/non-JUPAS route	Total	Number and percentage of JUPAS students	Number and percentage of local non-JUPAS students with a sub-degree qualification	Number and percentage of local non-JUPAS Students without a sub-degree qualification	Number and percentage of non-local/non-JUPAS route	Total
Name of Department										

Asked by: Hon. HO Sau-lan, CydReply:

- (a) The numbers of the local and non-local first year intake admitted via the Joint University Programmes Admissions System (JUPAS) and non-JUPAS routes to the University Grants Committee (UGC)-funded undergraduate programmes by institution for the 2010/11 and 2011/12 academic years are set out at **Annex**.

- (b) JUPAS is the main platform for students sitting for the Hong Kong Advanced Level Examination (HKALE) and the Hong Kong Diploma of Secondary Education (HKDSE) Examination to apply for admission to undergraduate programmes funded by the UGC. Applicants outside the scope of JUPAS (including non-local students, sub-degree students and persons holding other qualifications) have to apply to institutions direct for admission (commonly known as "non-JUPAS"). Applicants cannot submit concurrent applications via both channels. Non-local students are primarily admitted through over-enrolment beyond approved student number targets (under the "4%-in-16%-out" policy) via the non-JUPAS route, and hence they would not constitute direct competition with local students.

Student admission is within the institutions' autonomy. Each institution has its own student admission policy in assessing applications through the JUPAS and non-JUPAS routes. According to the institutions, they do not have a pre-determined ratio for the JUPAS and non-JUPAS intakes. That said, we note that the number of students admitted through JUPAS and its ratio to the approved student number remain stable in recent years. Admission of the students is mainly done by individual faculties/departments. Students are selected based on individual merits in a number of aspects, including their academic attainment (e.g. results in public examinations and secondary schools), performance in interviews and auditions, non-academic achievements, interest and preferences in various academic programmes.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

JUPAS and Non-JUPAS First-year Student Intakes of UGC-funded Undergraduate Programmes and Their Percentages to Approved First-year First-degree Places, by Institution, 2010/11 to 2011/12

Institution / Discipline	2010/11					2011/12 (Provisional figures)				
	JUPAS#	Non- JUPAS			Total	JUPAS#	Non- JUPAS		Total	
		Local student		Non-local student			Local student			Non-local student
		with sub-degree	without sub-degree (Note 1)				with sub-degree	without sub-degree (Note 1)		
City University of Hong Kong										
Arts	185	29	30	38	282	195	18	34	39	286
	(8.6%)	(1.3%)	(1.4%)	(1.8%)	(13.0%)	(9.0%)	(0.8%)	(1.6%)	(1.8%)	(13.2%)
Business Administration	539	46	124	95	804	549	52	106	93	800
	(24.9%)	(2.1%)	(5.7%)	(4.4%)	(37.2%)	(25.4%)	(2.4%)	(4.9%)	(4.3%)	(37.0%)
Engineering	476	47	27	44	594	479	52	24	59	614
	(22.0%)	(2.2%)	(1.2%)	(2.0%)	(27.5%)	(22.2%)	(2.4%)	(1.1%)	(2.7%)	(28.4%)
Laws	26	4	12	3	45	20	-	18	4	42
	(1.2%)	(0.2%)	(0.6%)	(0.1%)	(2.1%)	(0.9%)	(-)	(0.8%)	(0.2%)	(1.9%)
Science	276	19	40	44	379	271	22	35	36	364
	(12.8%)	(0.9%)	(1.9%)	(2.0%)	(17.5%)	(12.5%)	(1.0%)	(1.6%)	(1.7%)	(16.8%)
Social Sciences	177	46	16	16	255	175	50	14	8	247
	(8.2%)	(2.1%)	(0.7%)	(0.7%)	(11.8%)	(8.1%)	(2.3%)	(0.6%)	(0.4%)	(11.4%)
Sub-total	1 679	191	249	240	2 359	1 689	194	231	239	2 353
	(77.7%)	(8.8%)	(11.5%)	(11.1%)	(109.1%)	(78.1%)	(9.0%)	(10.7%)	(11.1%)	(108.8%)
Hong Kong Baptist University										
Arts	301	21	20	17	359	276	31	31	17	355
	(23.9%)	(1.7%)	(1.6%)	(1.3%)	(28.5%)	(21.9%)	(2.5%)	(2.5%)	(1.3%)	(28.2%)
Business Administration	244	8	16	31	299	215	8	39	37	299
	(19.3%)	(0.6%)	(1.3%)	(2.5%)	(23.7%)	(17.0%)	(0.6%)	(3.1%)	(2.9%)	(23.7%)
Chinese Medicine	25	(-)	1	5	31	20	(-)	5	5	30
	(2.0%)	(-)	(0.1%)	(0.4%)	(2.5%)	(1.6%)	(-)	(0.4%)	(0.4%)	(2.4%)
Pharmacy in Chinese Medicine	9	(-)	1	4	14	12	(-)	(-)	3	15
	(0.7%)	(-)	(0.1%)	(0.3%)	(1.1%)	(1.0%)	(-)	(-)	(0.2%)	(1.2%)
Science	183	22	17	46	268	170	28	25	43	266
	(14.5%)	(1.7%)	(1.3%)	(3.6%)	(21.3%)	(13.5%)	(2.2%)	(2.0%)	(3.4%)	(21.1%)

Institution / Discipline	2010/11					2011/12 (Provisional figures)				
	JUPAS#	Non- JUPAS			Total	JUPAS#	Non- JUPAS			Total
		Local student		Non-local student			Local student		Non-local student	
		with sub-degree	without sub-degree (Note 1)				with sub-degree	without sub-degree (Note 1)		
Social Sciences	360	16	12	44	432	358	22	12	44	436
	(28.5%)	(1.3%)	(1.0%)	(3.5%)	(34.3%)	(28.4%)	(1.7%)	(1.0%)	(3.5%)	(34.6%)
Sub-total	1 122	67	67	147	1 403	1 051	89	112	149	1 401
	(89.0%)	(5.3%)	(5.3%)	(11.7%)	(111.3%)	(83.3%)	(7.1%)	(8.9%)	(11.8%)	(111.1%)
Lingnan University										
Arts	232	13	14	9	268	226	12	18	7	263
	(38.7%)	(2.2%)	(2.3%)	(1.5%)	(44.7%)	(37.7%)	(2.0%)	(3.0%)	(1.2%)	(43.8%)
Business Administration	167	2	11	25	205	158	(-)	18	23	199
	(27.8%)	(0.3%)	(1.8%)	(4.2%)	(34.2%)	(26.3%)	(-)	(3.0%)	(3.8%)	(33.2%)
Social Sciences	119	(-)	9	15	143	115	6	5	8	134
	(19.8%)	(-)	(1.5%)	(2.5%)	(23.8%)	(19.2%)	(1.0%)	(0.8%)	(1.3%)	(22.3%)
Sub-total	518	15	34	49	616	499	18	41	38	596
	(86.3%)	(2.5%)	(5.7%)	(8.2%)	(102.7%)	(83.2%)	(3.0%)	(6.8%)	(6.3%)	(99.3%)
The Chinese University of Hong Kong										
Arts	390	9	21	10	430	400	14	19	8	441
	(12.9%)	(0.3%)	(0.7%)	(0.3%)	(14.3%)	(13.3%)	(0.5%)	(0.6%)	(0.3%)	(14.6%)
Business Administration	443	(-)	29	125	597	458	(-)	36	148	642
	(14.7%)	(-)	(1.0%)	(4.1%)	(19.8%)	(15.2%)	(-)	(1.2%)	(4.9%)	(21.3%)
Chinese Medicine	18	2	6	1	27	20	3	3	(-)	26
	(0.6%)	(0.1%)	(0.2%)	(0.0%)	(0.9%)	(0.7%)	(0.1%)	(0.1%)	(-)	(0.9%)
Education	45	4	(-)	(-)	49	43	5	1	(-)	49
	(1.5%)	(0.1%)	(-)	(-)	(1.6%)	(1.4%)	(0.2%)	(0.0%)	(-)	(1.6%)
Engineering	297	33	25	54	409	274	48	18	56	396
	(9.9%)	(1.1%)	(0.8%)	(1.8%)	(13.6%)	(9.1%)	(1.6%)	(0.6%)	(1.9%)	(13.1%)
Laws	45	(-)	17	2	64	43	(-)	22	2	67
	(1.5%)	(-)	(0.6%)	(0.1%)	(2.1%)	(1.4%)	(-)	(0.7%)	(0.1%)	(2.2%)
Medicine	111	(-)	49	2	162	110	(-)	54	1	165
	(3.7%)	(-)	(1.6%)	(0.1%)	(5.4%)	(3.6%)	(-)	(1.8%)	(0.0%)	(5.5%)
Nursing	186	(-)	8	(-)	194	199	(-)	2	(-)	201
	(6.2%)	(-)	(0.3%)	(-)	(6.4%)	(6.6%)	(-)	(0.1%)	(-)	(6.7%)

Institution / Discipline	2010/11					2011/12 (Provisional figures)				
	JUPAS#	Non- JUPAS			Total	JUPAS#	Non- JUPAS			Total
		Local student		Non-local student			Local student		Non-local student	
		with sub-degree	without sub-degree (Note 1)				with sub-degree	without sub-degree (Note 1)		
Pharmacy	27	(-)	5	(-)	32	31	(-)	4	(-)	35
	(0.9%)	(-)	(0.2%)	(-)	(1.1%)	(1.0%)	(-)	(0.1%)	(-)	(1.2%)
Science	519	33	73	83	708	512	36	80	105	733
	(17.2%)	(1.1%)	(2.4%)	(2.8%)	(23.5%)	(17.0%)	(1.2%)	(2.7%)	(3.5%)	(24.3%)
Social Sciences	404	6	48	60	518	420	5	46	58	529
	(13.4%)	(0.2%)	(1.6%)	(2.0%)	(17.2%)	(13.9%)	(0.2%)	(1.5%)	(1.9%)	(17.6%)
Sub-total	2 485	87	281	337	3 190	2 510	111	285	378	3 284
	(82.4%)	(2.9%)	(9.3%)	(11.2%)	(105.8%)	(83.3%)	(3.7%)	(9.5%)	(12.5%)	(109.0%)
The Hong Kong Institute of Education										
Arts*	9	23	13	2	47	116	21	2	2	141
	(1.6%)	(4.0%)	(2.3%)	(0.4%)	(8.3%)	(20.4%)	(3.7%)	(0.4%)	(0.4%)	(24.8%)
Education @	441	95	71	46	653	519	91	29	44	683
	(77.6%)	(16.7%)	(12.5%)	(8.1%)	(115.0%)	(91.4%)	(16.0%)	(5.1%)	(7.7%)	(120.2%)
Social Sciences*	39	2	3	8	52	45	(-)	(-)	10	55
	(6.9%)	(0.4%)	(0.5%)	(1.4%)	(9.2%)	(7.9%)	(-)	(-)	(1.8%)	(9.7%)
Sub-total @	489	120	87	56	752	680	112	31	56	879
	(86.1%)	(21.1%)	(15.3%)	(9.9%)	(132.4%)	(119.7%)	(19.7%)	(5.5%)	(9.9%)	(154.8%)
The Hong Kong Polytechnic University										
Arts	267	81	31	29	408	271	88	24	23	406
	(11.6%)	(3.5%)	(1.3%)	(1.3%)	(17.7%)	(11.8%)	(3.8%)	(1.0%)	(1.0%)	(17.6%)
Business Administration	267	42	18	84	411	268	48	16	115	447
	(11.6%)	(1.8%)	(0.8%)	(3.6%)	(17.8%)	(11.6%)	(2.1%)	(0.7%)	(5.0%)	(19.4%)
Business Administration / Engineering	21	14	12	6	53	26	13	9	5	53
	(0.9%)	(0.6%)	(0.5%)	(0.3%)	(2.3%)	(1.1%)	(0.6%)	(0.4%)	(0.2%)	(2.3%)
Business Administration / Science	107	27	4	27	165	109	20	6	25	160
	(4.6%)	(1.2%)	(0.2%)	(1.2%)	(7.2%)	(4.7%)	(0.9%)	(0.3%)	(1.1%)	(6.9%)
Engineering	266	83	24	52	425	272	82	23	48	425
	(11.5%)	(3.6%)	(1.0%)	(2.3%)	(18.4%)	(11.8%)	(3.6%)	(1.0%)	(2.1%)	(18.4%)
Science	931	44	61	101	1 137	925	53	72	100	1 150

Institution / Discipline	2010/11					2011/12 (Provisional figures)				
	JUPAS#	Non- JUPAS			Total	JUPAS#	Non- JUPAS			Total
		Local student		Non-local student			Local student		Non-local student	
		with sub-degree	without sub-degree (Note 1)				with sub-degree	without sub-degree (Note 1)		
	(40.4%)	(1.9%)	(2.6%)	(4.4%)	(49.3%)	(40.1%)	(2.3%)	(3.1%)	(4.3%)	(49.9%)
Sub-total	1 859	291	150	299	2 599	1 871	304	150	316	2 641
	(80.7%)	(12.6%)	(6.5%)	(13.0%)	(112.8%)	(81.2%)	(13.2%)	(6.5%)	(13.7%)	(114.6%)
The Hong Kong University of Science and Technology										
Business Administration	478	1	91	78	648	498	2	107	90	697
	(25.8%)	(0.1%)	(4.9%)	(4.2%)	(34.9%)	(26.8%)	(0.1%)	(5.8%)	(4.9%)	(37.6%)
Business Administration / Engineering	24	(-)	1	4	29	25	(-)	5	13	43
	(1.3%)	(-)	(0.1%)	(0.2%)	(1.6%)	(1.3%)	(-)	(0.3%)	(0.7%)	(2.3%)
Engineering	479	122	20	123	744	476	103	29	111	719
	(25.8%)	(6.6%)	(1.1%)	(6.6%)	(40.1%)	(25.7%)	(5.6%)	(1.6%)	(6.0%)	(38.8%)
Science	507	11	28	67	613	559	6	39	105	709
	(27.3%)	(0.6%)	(1.5%)	(3.6%)	(33.0%)	(30.1%)	(0.3%)	(2.1%)	(5.7%)	(38.2%)
Sub-total	1 488	134	140	272	2 034	1 558	111	180	319	2 168
	(80.2%)	(7.2%)	(7.5%)	(14.7%)	(109.6%)	(84.0%)	(6.0%)	(9.7%)	(17.2%)	(116.9%)
The University of Hong Kong										
Arts	309	26	84	39	458	303	30	79	45	457
	(11.0%)	(0.9%)	(3.0%)	(1.4%)	(16.3%)	(10.8%)	(1.1%)	(2.8%)	(1.6%)	(16.2%)
Arts / Education	21	(-)	2	2	25	18	(-)	4	3	25
	(0.7%)	(-)	(0.1%)	(0.1%)	(0.9%)	(0.6%)	(-)	(0.1%)	(0.1%)	(0.9%)
Business Administration	337	1	108	219	665	353	2	119	207	681
	(12.0%)	(0.0%)	(3.8%)	(7.8%)	(23.6%)	(12.5%)	(0.1%)	(4.2%)	(7.4%)	(24.2%)
Chinese Medicine	17	2	3	1	23	20	(-)	4	(-)	24
	(0.6%)	(0.1%)	(0.1%)	(0.0%)	(0.8%)	(0.7%)	(-)	(0.1%)	(-)	(0.9%)
Dentistry	33	(-)	14	7	54	47	(-)	8	2	57
	(1.2%)	(-)	(0.5%)	(0.2%)	(1.9%)	(1.7%)	(-)	(0.3%)	(0.1%)	(2.0%)
Education	44	6	35	1	86	45	8	29	4	86
	(1.6%)	(0.2%)	(1.2%)	(0.0%)	(3.1%)	(1.6%)	(0.3%)	(1.0%)	(0.1%)	(3.1%)
Engineering	282	44	47	68	441	239	73	10	119	441
	(10.0%)	(1.6%)	(1.7%)	(2.4%)	(15.7%)	(8.5%)	(2.6%)	(0.4%)	(4.2%)	(15.7%)
Journalism	12	(-)	6	12	30	8	(-)	10	8	26

Institution / Discipline	2010/11					2011/12 (Provisional figures)				
	JUPAS#	Non- JUPAS			Total	JUPAS#	Non- JUPAS			Total
		Local student		Non-local student			Local student		Non-local student	
		with sub-degree	without sub-degree (Note 1)				with sub-degree	without sub-degree (Note 1)		
	(0.4%)	(-)	(0.2%)	(0.4%)	(1.1%)	(0.3%)	(-)	(0.4%)	(0.3%)	(0.9%)
Laws	64	(-)	26	10	100	70	(-)	23	4	97
	(2.3%)	(-)	(0.9%)	(0.4%)	(3.6%)	(2.5%)	(-)	(0.8%)	(0.1%)	(3.4%)
Medicine	117	(-)	41	4	162	117	(-)	46	2	165
	(4.2%)	(-)	(1.5%)	(0.1%)	(5.8%)	(4.2%)	(-)	(1.6%)	(0.1%)	(5.9%)
Nursing	125	24	40	(-)	189	133	32	23	(-)	188
	(4.4%)	(0.9%)	(1.4%)	(-)	(6.7%)	(4.7%)	(1.1%)	(0.8%)	(-)	(6.7%)
Pharmacy	19	(-)	6	(-)	25	18	(-)	5	(-)	23
	(0.7%)	(-)	(0.2%)	(-)	(0.9%)	(0.6%)	(-)	(0.2%)	(-)	(0.8%)
Science	458	3	49	70	580	451	28	53	69	601
	(16.3%)	(0.1%)	(1.7%)	(2.5%)	(20.6%)	(16.0%)	(1.0%)	(1.9%)	(2.5%)	(21.3%)
Social Sciences	182	10	45	26	263	164	4	44	46	258
	(6.5%)	(0.4%)	(1.6%)	(0.9%)	(9.3%)	(5.8%)	(0.1%)	(1.6%)	(1.6%)	(9.2%)
Sub-total	2 020	116	506	459	3 101	1 986	177	457	509	3 129
	(71.7%)	(4.1%)	(18.0%)	(16.3%)	(110.1%)	(70.5%)	(6.3%)	(16.2%)	(18.1%)	(111.1%)
All institutions	11 660	1 021	1 514	1 859	16 054	11 844	1 116	1 487	2 004	16 451
	(80.0%)	(7.0%)	(10.4%)	(12.8%)	(110.1%)	(81.2%)	(7.7%)	(10.2%)	(13.7%)	(112.8%)

- Note:**
1. Including sub-degree students who have not completed their course of study.
 2. Figures in brackets denote percentages of actual number of student intakes to the corresponding approved total first-year-first-degree places of respective/all institutions.
 3. In the above table, figures may not add up to the corresponding totals owing to rounding.
 4. # Including those admitted through Early Admission Scheme.
 5. * New non-education programmes launched in 2010/11 and 2011/12.
 6. @ Intake figures include an undergraduate programme in Early Childhood Education where some of the degree places are converted from 72 sub-degree (SD) places.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB288**

Question Serial No.

2094

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please provide the following information in relation to university hostel places:

- (a) A breakdown, by hostel places for local and non-local students respectively, of the supply, the number of student applications and the success rate of being allocated places in each of the University Grants Committee-funded institutions in the 2011/12 academic year.
- (b) The number of places provided through the construction of new hostels by institutions.
- (c) What are the details of the joint hostels to be constructed? How many places can the joint hostels provide? What is the financial provision involved?

Asked by: Hon. HO Sau-lan, CydReply:

- (a) The number of hostel places available for allocation, the number of applications received from local and non-local students, and the success rate in the 2011/12 academic year as advised by the University Grants Committee (UGC)-funded institutions are as follows:

Institution	2011/12				
	Number of hostel places available for allocation ¹	Local Student		Non-local Student	
		Number of applications ²	Success Rate	Number of applications ³	Success Rate
City University of Hong Kong	2,941	2,898	43%	1,921	87%
Hong Kong Baptist University	2,016	1,573	66%	1,383	71%
Lingnan University	1,500	1,496	78%	328	100%
The Chinese University of Hong Kong	6,787	5,608	74%	2,737	95%
The Hong Kong Institute of Education	2,039	2,054	77%	344	100%
The Hong Kong Polytechnic University	3,004	2,446	54%	1,788	94%
The Hong Kong University of Science and Technology	4,310	3,894	50%	2,534	91%
The University of Hong Kong	4,386	5,077	50%	3,646	48%
Total	26,983	25,046	60%	14,681	79%

¹ Including publicly-funded and privately-funded hostel places as well as temporary places available for allocation.² Including applications from local students enrolled in UGC-funded and non-UGC funded programmes.³ Including applications from non-local students enrolled in UGC-funded and non-UGC funded programmes. Exchange students are also included.

The allocation of student hostel places to individual students is a matter within institutional autonomy. The UGC-funded institutions allocate their publicly-funded and privately-funded hostel places to students according to their own sets of criteria and procedures.

- (b) Currently, there are four publicly-funded student hostels under construction by institutions to provide additional hostel places as follows –

Project Code	Project Title	Institution	Number of Publicly-funded Hostel Places Under Construction
8053EF	1500-place student hostel	The Chinese University of Hong Kong	600*
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	The University of Hong Kong	1 800
8028EK	Student hostel, phase 3	The Hong Kong Polytechnic University	1 650
8013EL	701-place student residences	The Hong Kong University of Science and Technology	701
Total			4 751

* It includes 33 privately-funded hostel places but excludes 900 hostel places (including 48 privately-funded hostel places) completed in August 2011.

The Chinese University of Hong Kong is also carrying out two privately-funded hostel projects to provide 900 hostel places.

The UGC is working closely with the Administration and institutions to meet the additional requirements for hostel places. It is anticipated that a total of some 3 820 publicly-funded hostel places will be provided by six hostel projects under planning. These projects include one joint hostel project in Tsung Kwan O, and five other hostel projects in Ma Liu Shui/Tai Po, Ma On Shan and Sai Ying Pun. In addition, it is estimated that some 5 000 additional hostel places can be provided by institutions within or in the vicinity of the campus. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to identify other new sites and to seek the necessary funding support for new hostel projects through the established mechanism.

- (c) The Tseung Kwan O Joint Student Hostel is led by The Hong Kong University of Science and Technology (in collaboration with Hong Kong Baptist University) to provide 520 publicly-funded places in total. The project has been supported by the Panel on Education at its meeting on 13 February 2012 and is planned for submission to the Public Works Subcommittee and the Finance Committee for funding approval in April/May 2012. The latest estimated cost of the project is \$264.4 million in money-of-the-day prices. The Government will fund up to about \$198.3 million, i.e. 75% of the construction cost pursuant to established policy. HKUST and HKBU will contribute the remaining 25% of the construction cost, i.e. about \$66.1 million through their private sources of funding. The two universities will also be responsible for the daily operating expenditure of the project.

Signature: _____

Name in block letters: Richard T Armour

Post Title: Secretary-General, University Grants Committee

Date: 29 February 2012

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

EDB289

Question Serial No.

0928

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 accepted the overall strategy and direction proposed by the “Aspirations for the Higher Education System in Hong Kong” and how to take forward the report will be the major focus of the University Grants Committee (UGC)’s work in the years to come. In this connection, has the UGC worked out a specific plan and timetable? What are the details of the expenditure and resources involved?

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

Reply:

The University Grants Committee (UGC) submitted the report “Aspirations for the Higher Education System in Hong Kong” report (the report) to the Government in December 2010. Following the Government’s announcement in November 2011 its endorsement of the overall strategies and directions recommended in the report, the UGC has set up a “Higher Education Review Follow-up Group” to coordinate the follow-up actions relevant to the UGC sector, including (i) measures to facilitate students’ progression from the sub-degree sector to the degree sector; (ii) deepening of internationalisation and engagement with Mainland China; and (iii) the enhancement of teaching and learning, and research.

Progression Pathways

The report has recommended that pathways for student progression should be clear in order to facilitate students to make informed choices on their future. The Administration agrees in principle that a vertical Credits Accumulation and Transfer System (CATS) should be developed for the whole post-secondary system and the UGC is conducting research on CATS in other jurisdictions and the developments in Hong Kong, with a view to formulating suggestions on how CATS should be developed in Hong Kong for the entire post-secondary sector. The study is expected to be completed in mid-2012 at the cost of around \$450,000.

To enhance transparency of the institutions in admitting sub-degree students to senior year places, the UGC Secretariat will work with the institutions to launch a centralised, user-friendly information portal for the disclosure of comprehensive and relevant information on publicly-funded senior year articulation opportunities. Meanwhile, institutions will be encouraged to update the information provided in their admission websites to enhance transparency for sub-degree graduates who seek articulation to senior year places. The expenditure on the establishment of a centralised information portal will be worked out.

Internationalisation and Engagement with Mainland China

The report offers ten recommendations on internationalisation. The UGC is taking stock of the current efforts and future plans of the institutions, based on which, the UGC may develop appropriate strategies for the entire UGC sector to reap collective benefits. The UGC will actively engage institutions in the development of appropriate strategies. We hope that through constructive dialogue with institutions, we will be able to arrive at strategies supported by the institutions in the coming few months, and to identify

areas where the UGC may provide further assistance to the institutions. The financial implications and implementation timetable of the relevant initiatives will be worked out on the basis of the outcomes of such dialogues.

Teaching and Language Enhancement

Apart from about 75% of the existing recurrent grant to institutions that is intended to support teaching (the total recurrent grants to institutions amount to \$42,209 million in the 2012/13 to 2014/15 triennium), the UGC will allocate other grants for specific purposes in the triennium to enhance teaching and learning, including: (i) \$37.6 million per annum as Teaching Development Grants and an additional \$5 million per annum for professional development activities; (ii) \$7 million to support institutions' collaborative projects for enhancing teaching and learning; and (iii) a new fund of \$16 million for institutions to establish communities of practice to promote sector-wide collaboration on teaching and learning issues.

The UGC will also organise in 2012 the second round of the UGC Teaching Award to honour those who excel in teaching in the UGC sector. The financial implications of the 2012 UGC Teaching Award is estimated to be \$1.6 million, including \$1.5 million to be allocated as grants to three awardees and \$0.1 million to cover meeting and other administrative expenses.

Research

On research, the report recommended that "research funding and resources should be allocated increasingly on a competitive basis" and a "thorough review of the practical effectiveness of the periodic Research Assessment Exercise should be undertaken before it is held again". The first recommendation is being implemented through competitive allocation of an increasing proportion of the research postgraduate places, building on the foundation laid down in the 2009/10 to 2011/12 triennium, and through competitive allocation of the research portion of the Block Grant starting from the 2012/13 to 2014/15 triennium. On the second recommendation, the review on the Research Assessment Exercise has been completed, and as agreed with the institutions, the coming exercise will be conducted in 2014. Preparatory work, including deliberating on the estimated expenditure of the upcoming exercise, is underway.

The report also recommended reviewing self-financing institutions' access to competitive research funding periodically. In this respect, the Finance Committee has recently approved the Government's proposal to inject \$5 billion into the Research Endowment Fund, of which \$3 billion will support academic and research development in the self-financing degree sector. Implementation details will be worked out in consultation with relevant stakeholders.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

EDB290

Question Serial No.

0929

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 January 2009, the Finance Committee of the Legislative Council approved a one-off grant of \$18 billion for the setting up of a Research Endowment Fund. From the 2010/11 academic year onwards, the Research Endowment Fund has replaced the bulk of the annual funding for earmarked research grants from the research subvention. Investment income generated from up to \$4 billion of the Research Endowment Fund is used to support the Theme-based Research. How much investment income has been generated from the Research Endowment Fund since its operation?

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

Reply:

For the period from 6 February 2009 (the date of establishment of the Research Endowment Fund) to 31 December 2011, the investment income amounted to \$3,098 million, representing an average return of about 6% per annum.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB291**

Question Serial No.

2461

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

The financial provision of the University Grants Committee for 2012-13 is \$1,596 million (13.6%) higher than the revised estimate for 2011-12. What are the reasons and what is the breakdown of the provision?

Asked by: Hon. LAM Tai-faiReply:

The financial provision of the University Grants Committee (UGC) for 2012-13 is \$1,596 million (13.6%) higher than the revised estimate for 2011-12, with breakdown as follows-

(\$ million)	2012-13	2011-12	Increase/ (Decrease)	Notes
Grants to UGC-funded institutions	12,897.8	11,265.0	1,632.8	(1)
Refund of rates and government rent – UGC-funded institutions	206.0	180.0	26.0	(2)
Home Financing Scheme	48.3	130.4	(82.1)	(3)
Housing-related expenses other than Home Financing Scheme	54.1	54.0	0.1	
UGC Secretariat expenses	97.9	78.7	19.2	(4)
Total	13,304.1	11,708.1	1,596.0	

Notes

- (1) The increase in grants to UGC-funded institutions in 2012-13 is mainly due to higher recurrent grants to UGC-funded institutions as a result of price adjustment, new funding for the additional year of the new four-year curriculum, and funding for the additional First-Year-First-Degree and senior year undergraduate places.
- (2) The refund of rates and government rent to UGC-funded institutions is higher in 2012-13 due to an estimated increase in the number of new premises which start to receive rates demand notes in the year.
- (3) The estimated drop in Home Financing Scheme expenditure is due to the gradual expiry of the ten-year entitlement period of Home Financing Scheme recipients.
- (4) The increase in UGC Secretariat expenses in 2012-13 is mainly due to: increase in meeting expenses of the Research Grants Council mainly as a result of the new rounds of the Areas of Excellence Scheme and the Theme-based Research Scheme, and addition of permanent posts and non-civil service contract staff in the UGC Secretariat for the implementation of the new rounds of these research grant schemes.

Signature: _____
Name in block letters: Richard T Armour
Post Title: Secretary-General, University Grants Committee
Date: 29 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB292**

Question Serial No.

2462

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

According the University Grants Committee, it will work closely with institutions and relevant government departments to implement the capital works projects necessary for the New Academic Structure and for the provision of more student hostels in 2012-13. Would the Administration advise on the details and the itemised expenditures?

Asked by: Hon. LAM Tai-faiReply:

In 2012-13, we will continue to work closely with the University Grants Committee (UGC)-funded institutions and relevant government departments to implement the following eight capital works projects necessary for the implementation of the new academic structure for senior secondary education and higher education:

Project Code	Project Title	Institution ¹	Space to be provided (in net operational floor area) (m ²)	Approved Project Estimate (\$ million)	Latest Estimated Project Completion Date
8024EJ	Academic and administration building	CityU	20 500	888.5	Jul 12/ Sep 12*
8020EH	Baptist University Road Campus development ²	HKBU	19 715	945.1	Sep 12
8049EF	Student amenity centre	CUHK	4 120	206.5	Sep 12
8050EF	Extension to the existing University Library at Central Campus	CUHK	6 170	251.7	Apr 12
8051EF	An integrated teaching building	CUHK	4 300	176.0	Jun 12
8026EK	Phase 8 development	PolyU	25 600	1,337.4	Nov 12
8010EL	New academic building	HKUST	12 460	668.5	Jun 12
8054EG	Centennial Campus, phase 1	HKU	22 750	1,099.8	Mar 12
Total			115 615	5,573.5	

* Teaching facilities will be completed in July 2012.

The UGC will also monitor the progress of the following four projects which will provide 4 751 hostel places:

Project Code	Project Title	Institution¹	Number of Hostel Places Under Construction	Approved Project Estimate (\$ million)
8053EF	1500-place student hostel	CUHK	600*	466.4
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	HKU	1 800	643.6
8028EK	Student hostel, phase 3	PolyU	1 650	522.1
8013EL	701-place student residences	HKUST	701	201.3
Total			4 751	1 833.4

* The figure includes 33 privately-funded hostel places but excludes 900 places (including 48 privately-funded hostel places) completed in August 2011.

Institutions are also planning for six publicly-funded hostel projects, including one joint hostel project in Tsung Kwan O, and five other hostel projects in Ma Liu Shui/Tai Po, Ma On Shan and Sai Ying Pun. These projects are expected to provide a total of some 3 820 publicly-funded hostel places. The UGC will work closely with institutions and the Government in taking forward these hostel proposals.

In addition, it is estimated that some 5 000 additional hostel places can be provided by institutions within or in the vicinity of the campus. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to identify other new sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Notes:

- 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 project consists of phase 1 to provide additional space of some 8 268 m² in net operational floor area to support the implementation of the new academic structure and phase 2 to provide some 11 447 m² in net operational floor area for meeting the existing space shortfall. Their shares of the approved project estimate are \$425.5 million and \$519.6 million in money-of-the-day prices respectively.

Signature: _____

Name in block letters: Richard T Armour

Post Title: Secretary-General, University Grants Committee

Date: 29 February 2012

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

EDB293

Question Serial No.

1173

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 by institution, country/region of domicile, first degree/postgraduate programme the number of non-local students on programmes funded by the University Grants Committee in the 2011/12 academic year.

Asked by: Hon. LEE Wai-king, Starry

Reply:

The number of non-local students in University Grants Committee (UGC)-funded programmes by institution, level of study and place of origin for the 2011/12 academic year is set out at **Annex**.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2011/12 (Provisional Figures)**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia [#]	The Rest of the World	Total [^]
City University of Hong Kong	Undergraduate	590	88	25	703
	Taught Postgraduate	6	-	4	10
	Research Postgraduate	524	25	19	568
	Sub-total	1 120	113	48	1 281
Hong Kong Baptist University	Undergraduate	450	8	1	459
	Taught Postgraduate	3	-	-	3
	Research Postgraduate	148	9	9	166
	Sub-total	601	17	10	628
Lingnan University	Undergraduate	168	16	5	189
	Research Postgraduate	26	6	4	36
	Sub-total	194	22	9	225
The Chinese University of Hong Kong	Undergraduate	911	158	52	1 121
	Taught Postgraduate	9	2	2	13
	Research Postgraduate	1 109	32	25	1 166
	Sub-total	2 029	192	79	2 300
The Hong Kong Institute of Education	Undergraduate	211	5	-	216
	Taught Postgraduate	10	1	1	12
	Research Postgraduate	18	2	1	21
	Sub-total	239	8	2	249
The Hong Kong Polytechnic University	Sub-degree	-	1	1	2
	Undergraduate	801	113	38	952
	Research Postgraduate	390	37	17	444
	Sub-total	1 191	151	56	1 398
The Hong Kong University of Science and Technology	Undergraduate	474	280	62	816
	Research Postgraduate	902	69	28	999
	Sub-total	1 376	349	90	1 815
The University of Hong Kong	Undergraduate	977	389	91	1 457
	Taught Postgraduate	27	14	8	49
	Research Postgraduate	1 181	100	85	1 367
	Sub-total[^]	2 185	503	184	2 873
All institutions	Sub-degree	-	1	1	2
	Undergraduate	4 582	1 057	274	5 913
	Taught Postgraduate	55	17	15	87
	Research Postgraduate	4 298	280	188	4 767
	Total[^]	8 935	1 355	478	10 769

Notes :

- Research postgraduate figures include only students funded by UGC within normal study periods.
- The place of origin for non-local students refers to their nationality.
- '-' denotes 'nil'.

[#] Other places in Asia include Korea, Malaysia, Taiwan, India and Macau, etc.

[^] Figures may not add up to the corresponding totals due to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB294**

Question Serial No.

1174

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please list out by programme offered by various institutions the tuition fee for non-local students in the 2011/12 academic year.

Asked by: Hon. LEE Wai-king, StarryReply:

The University Grants Committee (UGC)-funded institutions are free to decide and set their own tuition fee for non-local students which should at least be sufficient to recover all additional direct costs and should in no circumstances be lower than the indicative fees applicable to local students. They have agreed with the UGC that non-local students at undergraduate level should pay a minimum tuition fee of \$60,000 annually. The level of tuition fees for non-local students of UGC-funded full-time programmes charged by the institutions in the 2011/12 academic year by level of study is as follows –

	Sub-degree (\$)	Undergraduate (\$)	Taught Postgraduate (\$)	Research Postgraduate (\$)
CityU	-	100,000	100,000	42,096
HKBU	-	100,000	100,000	42,100
LU	-	100,000	-	42,100
CUHK	-	100,000	100,000	42,100
HKIEd	-	85,000	85,000	42,100
PolyU	75,000	100,000	100,000	42,100
HKUST	-	100,000	-	42,100
HKU	-	119,000	100,000	42,100

Note:

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

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB295**

Question Serial No.

1175

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please list out by local and non-local students the figures on hostel places provided and shortage in institutions funded by the University Grants Committee in the 2011/12 academic year.

Asked by: Hon. LEE Wai-king, StarryReply:

There are currently some 28 600 publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions, including some 5 000 places under construction. In the 2011/12 academic year, the additional requirements for hostel places above the existing level of supply is at 2 883 based on the prevailing enrolment rate of non-local students by the institutions. Details are as follows –

Institution	No. of publicly-funded hostel places available/under construction	Additional requirements in 2011/12 (based on the prevailing enrolment rate of non-local students by institutions)
City University of Hong Kong	3 485	797
Hong Kong Baptist University	1 710	544
Lingnan University	1 300	-
The Chinese University of Hong Kong	6 182	107
The Hong Kong Institute of Education	2 003	-
The Hong Kong Polytechnic University	4 654	100
The Hong Kong University of Science and Technology	3 581	669
The University of Hong Kong	5 725	666
Total	28 640	2 883

The UGC is working closely with the Administration and institutions to meet the additional requirements for hostel places in the coming years. It is anticipated that a total of some 3 820 publicly-funded hostel places will be provided by six hostel projects under planning. These projects include one joint hostel project in Tsuen Kwan O, and five other hostel projects in Ma Liu Shui/Tai Po, Ma On Shan and Sai Ying Pun. In addition, it is estimated that some 5 000 additional hostel places can be provided by institutions within or in the vicinity of the campus. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to identify other new sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Signature: _____
Name in block letters: _____ Richard T Armour
Post Title: _____ Secretary-General, University Grants Committee
Date: _____ 29 February 2012

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

EDB296

Question Serial No.

1176

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 number of Year 2 and Year 3 degree places funded by the University Grants Committee for sub-degree graduates, and the expenditure involved, in the 2012/13 academic year, and also of the number of Year 2 and Year 3 degree places run on a self-financed basis for sub-degree graduates and the respective tuition fees involved in the 2011/12 academic year..

Asked by: Hon. LEE Wai-king, Starry

Reply:

The numbers of the University Grants Committee (UGC)-funded Year 2 and Year 3 undergraduate places for articulation by sub-degree graduates by institution and programme for the 2012/13 academic year are set out at Annex 1. The funding for the senior year places is subsumed under the block grant to institutions. Institutions have the autonomy to deploy their resources according to their actual circumstances.

The number of self-financing Year 2 and Year 3 full-time locally-accredited undergraduate places at intake level run by the UGC-funded institutions (including their continuing education arms) for articulation by sub-degree graduates and the tuition fees for the 2011/12 academic year are at Annex 2.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of Full-time UGC-funded Programmes, 2012/13 Academic Year**

Institution	Programme	2012/13	
		Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	124	149
	Bachelor of Arts/Bachelor of Science	72	-
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	51	31
	Bachelor of Science	78	62
	Bachelor of Social Sciences	184	156
	Sub-total	795	684
HKBU	Bachelor of Arts	76	59
	Bachelor of Business Administration	58	42
	Bachelor of Science	38	31
	Bachelor of Social Sciences (including Bachelor of Social Work)	61	46
	Sub-total	233	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	60
	Bachelor of Science (including Bachelor of Health Science)	65	15
	Bachelor of Social Sciences	36	6
	Sub-total	235	155
HKIEd	Bachelor of Arts	13	-
	Bachelor of Social Sciences	7	-
	Sub-total	20	-
PolyU	Bachelor of Arts	299	226
	Bachelor of Business Administration	54	48
	Bachelor of Business Administration/Bachelor of Science	93	85
	Bachelor of Engineering	100	93
	Bachelor of Science	259	242
	Sub-total	805	694
HKUST	Bachelor of Business Administration	15	-
	Bachelor of Engineering	65	57
	Bachelor of Science	20	-
	Sub-total	100	57
HKU	Bachelor of Arts	35	27
	Bachelor of Engineering	20	-
	Bachelor of Nursing	25	-

Institution	Programme	2012/13	
		Penultimate Year (Intake)	Final Year
	Bachelor of Science	65	48
	Bachelor of Social Sciences	30	20
	Sub-total	175	95
Total		2 487	1 987

Note:

1.

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

**Full-time Locally Accredited Self-financing Top-up Degree Programmes
offered by UGC-funded Institutions, 2011/12**

Institution	Programme	Places at Intake Level	Average Annual Tuition Fee (HK\$)
CityU	Bachelor of Arts	134	\$75,000 - \$80,100
	Bachelor of Design	120	\$72,000
	Bachelor of Science	140	\$75,000
	Bachelor of Social Sciences	80	\$85,200
	Sub-total	474	\$72,000 - \$85,200
HKBU	Bachelor of Arts	110	\$63,000 - \$67,200
	Bachelor of Commerce	200	\$63,000
	Bachelor of Social Sciences	230	\$63,000
	Sub-total	540	\$63,000 - \$67,200
HKIEd	Bachelor of Health Education	50	\$63,000
	Sub-total	50	\$63,000
PolyU	Bachelor of Arts	960	\$60,000 - \$63,000
	Bachelor of Business Administration	160	\$85,000
	Bachelor of Engineering	110	\$77,500 - \$81,250
	Bachelor of Science	135	\$76,250 - \$78,750
	Sub-total	1 365	\$60,000 - \$85,000
Total		2 429	

Notes:

1.

CityU City University of Hong Kong
 HKIEd The Hong Kong Institute of Education

HKBU
 PolyU

Hong Kong Baptist University
 The Hong Kong Polytechnic University

2. The Education Bureau collects data on the number of places and tuition fee at intake level only.

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

EDB297

Question Serial No.

1177

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 Language Enhancement Grants in the amount of \$118.8 million to be provided for the University Grants Committee (UGC)-funded institutions in 2012/13 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). To help institutions to continually enhance their language enhancement activities, the UGC regularly seeks opinions from expert reviewers on the effectiveness of these initiatives. The most recent review was conducted in 2010 and the findings were shared with the institutions. Institutions in general responded positively to the review, and have accordingly been devoting more attention and resources to enhancing students' proficiency in Chinese, including Putonghua; carrying out more inter-institutional collaboration in language enhancement initiatives; as well as improving the quality assurance mechanisms of their language enhancement activities.

According to institutions, they will continue to make use of the LEGs and other funding sources in the 2012/13 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 of which will target specific groups such as first-year, research postgraduate and non-local students. Institutions will also make use of the grants to provide extra-curricular activities such as language study tours/immersion programmes and speaking/writing contests. In addition, some institutions will use the LEGs to develop e-learning and web-based tools to enhance students' interest and capability in self-learning, and language diagnostic tests to identify students' weaknesses, so that more targeted efforts can be made to improve their language proficiency. 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 annually to the UGC the effectiveness of their language enhancement activities supported by the LEGs and other funding sources.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

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

EDB298

Question Serial No.

1178

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 UGC launched the first round of the UGC Teaching Award in 2011. Will this Award be held again in 2012? If yes, what are the details of the Award?

Asked by: Hon. LEE Wai-king, Starry

Reply:

The University Grants Committee (UGC) attaches great importance to quality teaching and learning, which is the core mission and duty of all UGC-funded institutions. To this end, the UGC launched the UGC Teaching Award in 2011 to honour those who excel in teaching in the UGC sector. The UGC will organise the second round of the UGC Teaching Award in 2012 to recognise teaching excellence, and to identify enthusiastic academics who are ready to contribute to the entire higher education sector. The UGC will maintain the broad structure of last year's Award and make slight refinements to the nomination requirements. All nominations will be assessed based on criteria that represent three important aspects of teaching, including (a) the adoption of learner-centred approaches, (b) curriculum design, and (c) achievements and leadership in learning and teaching and potential scholarly contribution to the development of effective teaching practice.

Each UGC-funded institution will be invited to submit two nominations for the Award. The selection process will include both paper-based assessment and interviews by a selection panel comprising local and overseas members of the UGC and the Quality Assurance Council, as well as an external overseas expert.

There will be a maximum of three awardees in the second round, and each awardee will be granted \$500,000, which includes a cash award of \$50,000 and a grant of \$450,000 for undertaking learning and teaching related initiatives that will benefit the entire UGC sector, including for instance dissemination of good practices in learning and teaching, development of innovative pedagogies and/or assessment approaches, educational research, etc. Awardees will be required to submit to the UGC a report on the initiative(s) undertaken and their outcomes after the grants received have been expended.

The results of the Award are expected to be announced in September 2012. The awardees will become "ambassadors of good teaching" collectively to make a real and sustained impact in promoting teaching excellence in the UGC sector.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB299**

Question Serial No.

1186

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

The Financial Secretary has proposed in paragraph 53 of the 2012-13 Budget Speech to allocate \$2.5 billion to launch the sixth Matching Grant Scheme in the post-secondary sector. Will the Administration inform this Committee of the amount of unmatched donations raised by individual institutions for the past five rounds of the Matching Grant Scheme?

Asked by: Hon. LEE Wai-king, StarryReply:

For the past five rounds of the Matching Grant Scheme (MGS), the total amount of unmatched donations as reported by individual institutions are tabulated as follows —

Institution	Unmatched Donations (\$ million)
City University of Hong Kong	157
Hong Kong Baptist University	144
Lingnan University	5
The Chinese University of Hong Kong	778
The Hong Kong Institute of Education	1
The Hong Kong Polytechnic University	66
The Hong Kong University of Science and Technology	46
The University of Hong Kong	746
The Open University of Hong Kong*	8
Hong Kong Shue Yan University*	10
Hong Kong Academy for Performing Arts^	-
Chu Hai College of Higher Education^	1
Total	1,963

Note Figures may not add up due to rounding.

* Participating since the fourth round.

^ Participating since the fifth round.

Signature: _____

Name in block letters: Richard T Armour

Post Title: Secretary-General, University Grants Committee

Date: 27 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB300**

Question Serial No.

1465

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

In the past five rounds of Matching Grant Scheme, what are the amounts of donations raised by individual institutions and the matching grants allocated to them?

Asked by: Hon. LEE Wai-king, StarryReply:

The amount of donations raised and reported by individual institutions during the past five rounds of the Matching Grant Scheme, together with the matching grants allocated, are tabulated below -

Institutions	Donations raised (\$ million)	Matching Grants (\$ million)	Total (\$ million)
City University of Hong Kong	465	266	731
Hong Kong Baptist University	596	356	952
Lingnan University	185	180	365
The Chinese University of Hong Kong	2,766	1,198	3,964
The Hong Kong Institute of Education	137	136	273
The Hong Kong Polytechnic University	746	530	1,276
The Hong Kong University of Science and Technology	1,244	754	1,998
The University of Hong Kong	2,756	1,220	3,976
The Open University of Hong Kong*	151	116	267
Hong Kong Shue Yan University*	31	21	52
Hong Kong Academy for Performing Arts^	32	32	64
Chu Hai College of Higher Education^	110	77	187
Total	9,219	4,888	14,107

Note Figures may not add up due to rounding.

* Participating since the fourth round.

^ Participating since the fifth round.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB301**

Question Serial No.

1669

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

It is the responsibility of the University Grants Committee (UGC) to “administer government grants to the UGC-funded higher education institutions.” Regarding the related UGC-funded undergraduate programmes in medicine, please provide details of –

- (a) the intakes by the University of Hong Kong (HKU) and the Chinese University of Hong Kong (CUHK) each year over the past five years; and
- (b) the average amount of subsidy required for a student to complete the undergraduate programme each year over the past five years.

Asked by: Hon. LEUNG Ka-lauReply:

The numbers of actual student intake by CUHK and HKU for their undergraduate programmes in medicine from 2007/08 to 2011/12 are set out as follows –

	2007/08	2008/09	2009/10	2010/11	2011/12
CUHK	130	124	161	162	165
HKU	129	131	162	162	165
Total	259	255	323	324	330

The bulk of recurrent grants to the institutions are in the form of a block grant, without precise requirements attached as to how it should be spent. The allocation of block grant between academic departments, divisions or faculties, or between academic and administrative areas, is entirely a matter of institutional autonomy. Thus, the more relevant figure is the student unit cost of respective Academic Programme Categories (APCs) as reported by the institutions. This mainly comprises government subvention and tuition fee by APC. The average student unit cost of a medical undergraduate place was \$665,000 per year for 2007/08 to 2010/11. The average student unit cost for 2011/12 is not yet available.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB302**

Question Serial No.

0744

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

The estimate for the captioned Programme for 2012-13 amounts to \$13,304.1 million, an increase of 20.6% over the original estimate in 2011-12.

- (a) The Research Grants Council announced three themes and 11 broad topics in 2010, and provided funding for six projects with a total cost of about \$248 million. Please give a detailed account of each application and the level of grant awarded; and
- (b) How much of the estimate was used for the 2011/12 Hong Kong PhD Fellowship Scheme? Please give a detailed account of the level of scholarship awarded to the 116 awardees and the nationalities of these awardees.

Asked by: Hon. LEUNG Kwan-yuen, AndrewReply:

- (a) Details and estimated expenditure of each of the six projects funded in the First Round of the Theme-based Research Scheme are as follows -

Project Title	Participating UGC-funded institutions	Estimated expenditure (\$ million)
Theme 1 : Promoting Good Health		
The Liver Cancer Genome Project: Translating Genetic Discoveries to Clinical Benefits	CUHK, HKUST, HKU	45.0
Massively Parallel Sequencing of Plasma Nucleic Acids for the Molecular Diagnostics of Cancers	CUHK	32.0
Personalized Medicine for Cardiovascular Diseases: From Genomic Testing and Biomarkers to Human Pluripotent Stem Cell Platform	CUHK, HKUST, HKU	40.0
Cell-based Heart Regeneration	CityU, CUHK, HKUST, HKU	60.0
Theme 2: Developing a Sustainable Environment		
Challenges in Organic Photo-Voltaics and Light Emitting Diodes - A Concerted Multi-Disciplinary and Multi-Institutional Effort	CityU, HKBU, PolyU, HKUST, HKU	57.4
Theme 3: Enhancing Hong Kong's Strategic Position as a Regional and International Business Centre		
Transforming Hong Kong's Ocean Container Transport Logistics Network	CUHK, HKUST, HKU	13.3

Legend: (1) CityU : City University of Hong Kong (5) HKUST: The Hong Kong University of Science and Technology
 (2) HKBU: Hong Kong Baptist University (6) HKU: The University of Hong Kong
 (3) CUHK: The Chinese University of Hong Kong
 (4) PolyU: The Hong Kong Polytechnic University

- (b) The funding allocated to institutions for the 116* 2011/12 Hong Kong PhD Fellowship Scheme awardees in the 2011/12 academic year is \$ 39.4 million, to cover the scholarship to awardees and other costs incurred by institutions in enrolling these awardees (such as those on supervision of the awardees). Each awardee under the Scheme will receive a monthly stipend of HK\$20,000 and an annual conference and research related travel allowance of HK\$10,000 for a period of three years, totalling \$0.75 million for each awardee. While we do not have statistics on their nationality, the place of origin of each of the 116 awardees is tabulated below:

Country/Region	Number
Mainland China	78
Georgia*	1
Hong Kong	10
India	2
Iran	1
Italy	3
Japan*	2
South Korea	2
Macedonia	1
Malaysia	2
Mexico	2
Russia	2
Taiwan	3
Turkey	1
United Kingdom	2
United States of America	4
Total	116

* Two awardees, one from Georgia and one from Japan, will commence study in 2012/13 instead of 2011/12. Funding for these two students will be allocated to institutions in 2012/13.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 28 February 2012

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

EDB303

Question Serial No.

2709

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 matters requiring special attention in 2012-13, the University Grants Committee (UGC) will work closely with the Education Bureau and the UGC-funded institutions in taking forward the recommendations in the Higher Education Review Report published in December 2010. What is the implementation plan about this work? What is the timetable for such work?

Asked by: Hon. SHEK Lai-him, Abraham

Reply:

The University Grants Committee (UGC) submitted the report “Aspirations for the Higher Education System in Hong Kong” report (the report) to the Government in December 2010. Following the Government’s announcement in November 2011 its endorsement of the overall strategies and directions recommended in the report, the UGC has set up a “Higher Education Review Follow-up Group” to coordinate the follow-up actions relevant to the UGC sector, including (i) measures to facilitate students’ progression from the sub-degree sector to the degree sector; (ii) deepening of internationalisation and engagement with Mainland China; and (iii) the enhancement of teaching and learning, and research.

Progression Pathway

The report has recommended that pathways for student progression should be clear in order to facilitate students to make informed choices on their future. The Administration agrees in principle that a vertical Credits Accumulation and Transfer System (CATS) should be developed for the whole post-secondary system and the UGC is conducting research on CATS in other jurisdictions and the developments in Hong Kong, with a view to formulating suggestions on how CATS should be developed in Hong Kong for the entire post-secondary sector. The study is expected to be completed in mid-2012.

To enhance transparency of the institutions in admitting sub-degree students to senior year places, the UGC Secretariat will work with institutions to launch a centralised, user-friendly information portal for the disclosure of comprehensive and relevant information on publicly-funded senior year articulation opportunities. Meanwhile, institutions will be encouraged to update the information provided in their admission websites to enhance transparency for sub-degree graduates who seek articulation to senior year places.

Internationalisation and Engagement with Mainland China

The report offers ten recommendations on internationalisation. The UGC is taking stock of the current efforts and future plans of the institutions, based on which the UGC may develop appropriate strategies for the entire UGC sector to reap collective benefits. The UGC will actively engage institutions in the development of appropriate strategies. We hope that through constructive dialogue with institutions, we will be able to arrive at strategies supported by the institutions in the coming few months, and to identify areas where the UGC may provide further assistance to the institutions. The implementation timetable of the

relevant initiatives will be worked out on the basis of the outcomes of such dialogues.

Teaching and Language Enhancement

Apart from about 75% of the existing recurrent grant to institutions that is intended to support teaching, (the total recurrent grants to institutions amount to \$42,209 million in the 2012/13 to 2014/15 triennium), the UGC will allocate other grants for specific purposes in the triennium to enhance teaching and learning, including: (i) \$37.6 million per annum as Teaching Development Grants and an additional \$5 million per annum for professional development activities; (ii) \$7 million to support institutions' collaborative projects for enhancing teaching and learning; and (iii) a new fund of \$16 million for institutions to establish communities of practice to promote sector-wide collaboration on teaching and learning issues.

The UGC will also organise in 2012 the second round of the UGC Teaching Award to honour those who excel in teaching in the UGC sector. The results of the Award are expected to be announced in September 2012.

Research

On research, the report recommended that "research funding and resources should be allocated increasingly on a competitive basis" and a "thorough review of the practical effectiveness of the periodic Research Assessment Exercise should be undertaken before it is held again". The first recommendation is being implemented through competitive allocation of an increasing proportion of the research postgraduate places, building on the foundation laid down in the 2009/10 to 2011/12 triennium, and through competitive allocation of the research portion of the Block Grant starting from the 2012/13 to 2014/15 triennium. On the second recommendation, the review on the Research Assessment Exercise has been completed, and as agreed with the institutions, the coming exercise will be conducted in 2014. Preparatory work is underway.

The report also recommended reviewing self-financing institutions' access to competitive research funding periodically. In this respect, the Finance Committee has recently approved the Government's proposal to inject \$5 billion into the Research Endowment Fund, of which \$3 billion will support academic and research development in the self-financing degree sector. Implementation details will be worked out in consultation with relevant stakeholders.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

Reply Serial No.

EDB304

Question Serial No.

2373

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 by institution and programme the additional number of funded senior year undergraduate places to be provided for sub-degree holders in the 2012/13 academic year.

Asked by: Hon. TAM Yiu-chung

Reply:

The numbers of UGC-funded senior year undergraduate places by institution and programme for the 2012/13 academic year are set out at Annex.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: Secretary-General, University Grants Committee

Date: 27 February 2012

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of Full-time UGC-funded Programmes, 2012/13 Academic Year**

Institution	Programme	2012/13	
		Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	124	149
	Bachelor of Arts/Bachelor of Science	72	-
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	51	31
	Bachelor of Science	78	62
	Bachelor of Social Sciences	184	156
	Sub-total	795	684
HKBU	Bachelor of Arts	76	59
	Bachelor of Business Administration	58	42
	Bachelor of Science	38	31
	Bachelor of Social Sciences (including Bachelor of Social Work)	61	46
	Sub-total	233	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	60
	Bachelor of Science (including Bachelor of Health Science)	65	15
	Bachelor of Social Sciences	36	6
	Sub-total	235	155
HKIED	Bachelor of Arts	13	-
	Bachelor of Social Sciences	7	-
	Sub-total	20	-
PolyU	Bachelor of Arts	299	226
	Bachelor of Business Administration	54	48
	Bachelor of Business Administration/Bachelor of Science	93	85
	Bachelor of Engineering	100	93
	Bachelor of Science	259	242
	Sub-total	805	694
HKUST	Bachelor of Business Administration	15	-
	Bachelor of Engineering	65	57
	Bachelor of Science	20	-
	Sub-total	100	57
HKU	Bachelor of Arts	35	27
	Bachelor of Engineering	20	-
	Bachelor of Nursing	25	-

Institution	Programme	2012/13	
		Penultimate Year (Intake)	Final Year
	Bachelor of Science	65	48
	Bachelor of Social Sciences	30	20
	Sub-total	175	95
Total		2 487	1 987

Note:

- | | | | |
|-------|--|-------|--------------------------------------|
| 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 |

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

Reply Serial No.

EDB305

Question Serial No.

2374

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:

Would the Administration list out by institution, country/region of domicile and first degree/postgraduate programme the number of non-local students on programmes funded by the University Grants Committee in the 2011/12 academic year?

Asked by: Hon. TAM Yiu-chung

Reply:

The number of non-local students in University Grants Committee (UGC)-funded programmes by institution, level of study and place of origin for the 2011/12 academic year is set out at Annex. Figures are provisional.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes
by Institution, Level of Study and Place of Origin, 2011/12 (Provisional Figures)**

Institution	Level of Study	Place of Origin			
		The Mainland of China	Other Places in Asia [#]	The Rest of the World	Total [^]
City University of Hong Kong	Undergraduate	590	88	25	703
	Taught Postgraduate	6	-	4	10
	Research Postgraduate	524	25	19	568
	Sub-total	1 120	113	48	1 281
Hong Kong Baptist University	Undergraduate	450	8	1	459
	Taught Postgraduate	3	-	-	3
	Research Postgraduate	148	9	9	166
	Sub-total	601	17	10	628
Lingnan University	Undergraduate	168	16	5	189
	Research Postgraduate	26	6	4	36
	Sub-total	194	22	9	225
The Chinese University of Hong Kong	Undergraduate	911	158	52	1 121
	Taught Postgraduate	9	2	2	13
	Research Postgraduate	1 109	32	25	1 166
	Sub-total	2 029	192	79	2 300
The Hong Kong Institute of Education	Undergraduate	211	5	-	216
	Taught Postgraduate	10	1	1	12
	Research Postgraduate	18	2	1	21
	Sub-total	239	8	2	249
The Hong Kong Polytechnic University	Sub-degree	-	1	1	2
	Undergraduate	801	113	38	952
	Research Postgraduate	390	37	17	444
	Sub-total	1 191	151	56	1 398
The Hong Kong University of Science and Technology	Undergraduate	474	280	62	816
	Research Postgraduate	902	69	28	999
	Sub-total	1 376	349	90	1 815
The University of Hong Kong	Undergraduate	977	389	91	1 457
	Taught Postgraduate	27	14	8	49
	Research Postgraduate	1 181	100	85	1 367
	Sub-total[^]	2 185	503	184	2 873
All institutions	Sub-degree	-	1	1	2
	Undergraduate	4 582	1 057	274	5 913
	Taught Postgraduate	55	17	15	87
	Research Postgraduate	4 298	280	188	4 767
	Total[^]	8 935	1 355	478	10 769

Notes :

- Research postgraduate figures include only students funded by UGC within normal study periods.
- The place of origin for non-local students refers to their nationality.
- '-' denotes 'nil'.

[#] Other places in Asia include Korea, Malaysia, Taiwan, India and Macau, etc.

[^] Figures may not add up to the corresponding totals due to rounding. If the research postgraduate (RPg) students are financed by institutions using both UGC and external funds, they will be counted towards different sources on a pro-rata basis, which leads to the possibility of having decimal places for the number of RPg students.

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB306**

Question Serial No.

2375Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

Please list out by institution the student hostel projects under planning and under construction as well as the number of hostel places to be provided. Please also list out by local and non-local students the supply and shortfall of student hostel places in each institution in the 2012/13 academic year and the next two academic years.

Asked by: Hon. TAM Yiu-chungReply:

The following four publicly-funded student hostels are under construction by the UGC-funded institutions –

Project Code	Project Title	Institution	Number of Publicly-funded Hostel Places Under Construction
8053EF	1500-place student hostel	The Chinese University of Hong Kong	600*
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	The University of Hong Kong	1 800
8028EK	Student hostel, phase 3	The Hong Kong Polytechnic University	1 650
8013EL	701-place student residences	The Hong Kong University of Science and Technology	701
Total			4 751

* It includes 33 privately-funded hostel places but excludes 900 hostel places (including 48 privately-funded hostel places) completed in August 2011.

Taking into account the above places under construction, there are currently some 28 600 publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions. In the 2011/12 academic year, the additional requirements for hostel places above the existing level of supply is at 2 883 based on the prevailing enrolment rate of non-local students by the institutions. With the implementation of new academic structure, the increase in first-year-first-degree places by 380 and the increase in senior year places by 4 000, and the progressive increase in the ratio of non-local students during the 2012/13 to 2014/15 triennium, we anticipate that the indicative additional requirements above the existing level of supply will further increase to around **13 600** by the 2014/15 academic year. Breakdown figures are tabulated below –

	Additional requirements for hostel places above the 2011/12 level of supply	
Institutions	Actual requirements in 2011/12 (based on the prevailing enrolment rate of non-local students by institutions)	Indicative requirements in 2014/15 (to enable institutions to fully utilise the 20% non-local student quota)
City University of Hong Kong	797	2 988
Hong Kong Baptist University	544	1 478
Lingnan University	-	-
The Chinese University of Hong Kong	107	2 466
The Hong Kong Institute of Education	-	-
The Hong Kong Polytechnic University	100	2 735
The Hong Kong University of Science and Technology	669	1 577
The University of Hong Kong	666	2 360
Total	2 883	13 604

The UGC is working closely with the Administration and institutions to meet the additional requirements for hostel places. It is anticipated that a total of some 3 820 publicly-funded hostel places will be provided by six hostel projects under planning. These projects include one joint hostel project in Tsuen Kwan O, and five other hostel projects in Ma Liu Shui/Tai Po, Ma On Shan and Sai Ying Pun. In addition, it is estimated that some 5 000 additional hostel places can be provided by institutions within or in the vicinity of the campus. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to identify other new sites and to seek the necessary funding support for new hostel projects through the established mechanism.

We also note that the Chinese University of Hong Kong is currently carrying out two privately-funded hostel projects to provide 900 hostel places.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

EDB307

Question Serial No.

3092

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 Administration is invited to list the institutions and the estimated expenditure involved for on-going Areas of Excellence projects monitored.

Asked by: Hon. TAM Yiu-chung

Reply:

With the recent completion of one project, there are 12 on-going Areas of Excellence projects under monitoring. The participating institutions and the total estimated expenditure from the University Grants Committee for each project are listed below:

1. Center for Plant and Agricultural Biotechnology
 Estimated Expenditure: \$63.8 million
 Participating Institutions: Hong Kong Baptist University, The Chinese University of Hong Kong, The University of Hong Kong
2. Molecular Neuroscience: Basic Research & Drug Discovery
 Estimated Expenditure: \$54.3 million
 Participating Institutions: Hong Kong Baptist University, The Chinese University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, The University of Hong Kong
3. Chinese Medicine Research and Further Development
 Estimated Expenditure: \$33.0 million
 Participating Institutions: City University of Hong Kong, The Chinese University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology
4. Developmental Genomics and Skeletal Research
 Estimated Expenditure: \$85.6 million
 Participating Institutions: City University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, The University of Hong Kong
5. Centre for Marine Environmental Research and Innovative Technology
 Estimated Expenditure: \$68.6 million
 Participating Institutions: City University of Hong Kong, Hong Kong Baptist University, The Chinese University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, The University of Hong Kong
6. Centre for Research into Circulating Fetal Nucleic Acids
 Estimated Expenditure: \$31.3 million
 Participating Institutions: The Chinese University of Hong Kong, The University of Hong Kong

7. Control of Pandemic and Inter-Pandemic Influenza
Estimated Expenditure: \$76.0 million
Participating Institutions: Hong Kong Baptist University, The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, The University of Hong Kong
8. Institute of Network Coding
Estimated Expenditure: \$80.3 million
Participating Institutions: City University of Hong Kong, The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, The University of Hong Kong
9. The Historical Anthropology of Chinese Society
Estimated Expenditure: \$23.5 million
Participating Institutions: The Chinese University of Hong Kong, The Hong Kong University of Science and Technology
10. Center for Nasopharyngeal Carcinoma Research
Estimated Expenditure: \$92.0 million
Participating Institutions: Hong Kong Baptist University, The Hong Kong University of Science and Technology, The University of Hong Kong
11. Institute of Molecular Functional Materials
Estimated Expenditure: \$92.0 million
Participating Institutions: City University of Hong Kong, Hong Kong Baptist University, The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, The University of Hong Kong
12. Theory, Modeling, and Simulation of Emerging Electronics
Estimated Expenditure: \$90.0 million
Participating Institutions: The Chinese University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology, The University of Hong Kong

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

EDB308

Question Serial No.

3093

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:

Would the Administration please provide the quota of exchange students allocated and the subsidy granted by the Government to each of the funded institutions in the 2008/09 to 2010/11 academic years respectively?

Asked by: Hon. TAM Yiu-chung

Reply:

The University Grants Committee (UGC) and the Administration do not set quota for exchange students. The institutions have the flexibility to set their own exchange targets and to allocate exchange opportunities to their students.

The UGC and the Administration have all along been supportive of institutions' efforts to provide exchange opportunities to students. Since 2003, the Administration has launched five rounds of Matching Grant Scheme of about \$1 billion each. We have encouraged UGC-funded institutions to make use of the funds available from the Matching Grant Scheme for, inter alia, exchange programmes, promoting internationalisation and providing scholarships for non-local students.

In 2011, the UGC extended its own Matching Grant Scheme for Internationalisation by providing a further one-off \$50 million to the institutions to enhance exchange opportunities for local students. The grants are to be given to the eight funded-institutions according to their undergraduate student numbers. Institutions can use the matching grants for up to three years' time to provide more exchange opportunities for local students.

UGC-funded institutions have arranged a wide array of opportunities for students to visit universities outside Hong Kong with duration ranging from a week to a few months. In particular, the number of incoming and outgoing exchange students in UGC-funded full-time undergraduate and postgraduate programmes enrolled in credit-bearing courses for at least one semester for the 2008/09 to 2010/11 academic years is set out at

Annex.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

Number of Incoming and Outgoing Exchange Students of UGC-funded Full-time Undergraduate and Postgraduate Programmes, 2008/09 to 2010/11

Institution	Incoming¹			Outgoing²		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
City University of Hong Kong	499	585	563	530	634	600
Hong Kong Baptist University	231	264	293	171	194	248
Lingnan University	177	172	200	171	174	222
The Chinese University of Hong Kong	710	772	907	617	671	747
The Hong Kong Institute of Education	87	97	124	87	113	119
The Hong Kong Polytechnic University	445	377	426	528	495	537
The Hong Kong University of Science and Technology	522	537	558	635	660	731
The University of Hong Kong	810	840	901	512	605	685
Total	3 481	3 644	3 972	3 251	3 546	3 889

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 long 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 long programmes who enrol in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.

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

EDB309

Question Serial No.

2315

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:

According to the Estimate of the University Grants Committee (UGC), the number of students of the UGC-funded sub-degree programmes in 2012/13 will be smaller than the revised estimate for 2011/12 and the actual number in 2010-11. What are the reasons? Given a decrease in actual number over the last two years, will the UGC consider increasing the number of subsidized students and the amount of subsidy per head?

Asked by: Hon. WONG Yuk-man

Reply:

The approved student number for the University Grants Committee (UGC)-funded sub-degree programmes for 2011/12 was 5 591 while the estimated actual enrolment was 5 843 (as stated in page 906 of the Estimates). There is a decrease of 246 approved student places for sub-degree programmes between 2011/12 and 2012/13 mainly because of the conversion of the education-related sub-degree places to undergraduate places as agreed between the Hong Kong Institute of Education and the UGC, as well as the phasing-out/discontinuation of those sub-degree programmes which could not meet specific exemption criteria as advised by the Administration in response to UGC's Higher Education Review 2002, as follows –

- (i) courses that require high start-up and maintenance costs or access to expensive laboratories/equipment;
- (ii) courses that meet specific manpower needs; and
- (iii) courses that can be regarded as endangered species (*i.e.* those that lack market appeal to the provider and the average student, such as pure arts or science).

The Administration is committed to providing diversified pathways with multiple entry and exit points for school leavers aspiring for further studies, and adopts a two-pronged strategy to promote the parallel development of the publicly-funded and self-financing sectors. Based on the latest statistics provided by institutions, it is estimated that there will be about 37 500 intake places for publicly-funded and full-time accredited self-financing sub-degree programmes in the 2012/13 academic year. Meanwhile, in the coming 2012/13 to 2014/15 triennium, the UGC-funded institutions will increase the number of first-year-first-degree (FYFD) intake places to 15 000 as well as double the number of senior year intake places to 4 000 on a gradual basis. The Hong Kong Academy for Performing Arts will offer another 150 publicly-funded FYFD intake places, while the self-financing tertiary institutions will also offer around 7 400 degree intake places. Taking into account another 35 000 intake places for the New Yi Jin Diploma, vocational and other programmes, there should be sufficient education opportunities to meet the aspirations of school leavers.

Funding for publicly-funded sub-degree places is subsumed under the block grant to institutions without precise requirements as to how it should be spent. Institutions are given the autonomy to allocate funds internally as they see fit. UGC is therefore unable to identify and attribute the actual expenditure on specific levels of studies.

Signature: _____
Name in block letters: Richard T Armour
Post Title: Secretary-General, University Grants Committee
Date: 29 February 2012

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

EDB310

Question Serial No.

Head: 160 – Radio Television
Hong Kong

Subhead (No. & title): 000
Operational Expenses

2822

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting

Director of Bureau: Secretary for Education

Question:

Compared with the actual number of school children benefited in 2010-11, there is a considerable decrease in the number of school children benefited for the revised estimate in 2011-12. What is the reason? If it is due to the gradual decrease in the number of local school children, why does the number of school children benefited for the estimate in 2012-13 remain unchanged? Will the estimated expenditures be reduced accordingly?

Asked by: Hon. CHAN Tanya

Reply:

The significant drop in student enrolment in local primary and secondary schools in the 2011-12 school year together with the reduced production of ETV programmes by 28% from 2006-07 to 2011-12, account for the decrease in the number of students benefitted. However, with the launch of the new online viewing channel on the Hong Kong Education City's website (<http://etv.hkedcity.net>), utilisation of ETV programmes has improved in the past few months as revealed from the table below.

Number of online viewing of ETV	Aug-2011	Sep-2011	Oct-2011	Nov-2011	Dec-2011
	40 829	150 978	244 883	266 896	282 484

Production level will be kept at the same level and thus the relevant provision in 2012-13 will remain unchanged.

Signature: _____

Name in block letters: _____ Roy TANG

Post Title: _____ Director of Broadcasting

Date: _____ 23.2.2012

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

EDB311

Question Serial No.

Head: 160 – Radio Television Hong Kong

Subhead (No. & title): 000
Operational Expenses

2823

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting

Director of Bureau: Secretary for Education

Question: Numerous current affairs related topics have been added in the new senior secondary curriculum, in which case the teaching materials for Liberal Studies required updates regularly. Will RTHK more frequently update the ETV programmes on Liberal Studies over other academic subjects? What is the rating of service efficiency in regard to ETV programmes on Liberal Studies for senior secondary-school students? What is the estimated expenditure for producing ETV programmes to cope with the new senior secondary curriculum?

Asked by: Hon. CHAN, Tanya

Reply:

The learning of Liberal Studies covers current issues of ever-changing nature and it draws on students' knowledge foundation and perspectives from different disciplines. Schools are using diverse learning materials from the Internet, the media and libraries to cater for the learning needs of students in this subject. Although no ETV programme was specifically produced for Liberal Studies, some ETV programmes developed for science and humanities subjects are used to provide background knowledge on related issues and to enrich the discussion in Liberal Studies lessons. Hence, there is no specific programme rating in regard to ETV programmes on liberal studies for secondary school students.

To further enhance the issue enquiry elements in Liberal Studies lessons, the Government is planning to produce ETV programmes that would cater specifically for the pedagogical approach of the subject. The first one will be produced in 2012-13.

Regarding the production of ETV programmes for the New Senior Secondary curriculum, 15 programmes will be produced in 2012-13. The estimated expenditure will amount to \$3.7 million.

Signature: _____

Name in block letters: _____ Roy TANG

Post Title: _____ Director of Broadcasting

Date: _____ 23.2.2012

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

Reply Serial No.

EDB312

Question Serial No.

2824

Head: 160 – Radio Television Hong Kong

Subhead (No. & title): 000
Operational Expenses

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting

Director of Bureau: Secretary for Education

Question: Is Cantonese the major language used in the currently produced ETV for pre-primary students? Will RTHK consider introducing programmes conducted in English and Putonghua? If yes, what will be the estimated expenditure?

Asked by: Hon. CHAN, Tanya

Reply:

ETV programmes in Cantonese, Putonghua and English have been produced for pre-primary students. At present, in addition to the 32 Cantonese ETV programmes on a variety of themes, four Putonghua ETV programmes and nine English ETV programmes are available for use by pre-primary schools. These programmes aim at creating a pleasurable, interesting and authentic language learning environment for pre-primary students.

No pre-primary programmes in Putonghua or English will be produced this year.

Signature: _____

Name in block letters: _____ Roy TANG

Post Title: _____ Director of Broadcasting

Date: _____ 23.2.2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB313**

Question Serial No.

2466

Head: 160 – Radio Television Hong KongSubhead (No. & title):Programme: (3) School Education Television ProgrammeControlling Officer: Director of BroadcastingDirector of Bureau: Secretary for EducationQuestion: Would the Administration please inform us on the plan for 2012-13 programme production with a view to supporting various school subjects -

(a)

Subjects	No. of sessions	Output (in minute)	Output Cost	Distribution by sessions (in percentage)
Moral and National Education				
Liberal Studies				
Science				
Physical Education				
Personal, Social & Humanities Education				
Applied Learning				
Others				

(b) A gist of the programme content on Moral and National Education.

Asked by: Hon. HO Sau-lan, CydReply:(a) 2012-13 Programme Production Plan

Subjects	No. of sessions	Output (in minute)	Output Cost	Distribution by sessions (in percentage)
Moral and National Education	0	0	Average estimate = \$186,000 per 15-minute programme	0 %
Liberal Studies	1	20		0.85%
Science	8	125		6.84%
Physical Education	1	20		0.85%
Personal, Social & Humanities Education	1	20		0.85%
Applied Learning	1	20	\$247,000 per 20-minute programme	0.85%
Others (including Chinese Language, Putonghua, English Language, Mathematics, General Studies, Pre-primary Education, Special Education, Teachers' Professional Development Programmes, Special Programmes and some non-curriculum programmes)	105	2 075		89.76%
	117	2 280		

(b) There will be no ETV programme specifically produced for the Moral and National Education subject in 2012-13.

Signature: _____
Name in block letters: _____ Roy TANG
Post Title: _____ Director of Broadcasting
Date: _____ 23.2.2012

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

EDB314

Question Serial No.

0965

Head: 47 – Government Secretariat :
Office of the Government
Chief Information Officer

Subhead (No. & title):

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question: The Internet Learning Support Programme has been implemented for half year since its launch on 14 July 2011.

(a) Please provide the following information using the table below:

	Net-Com rock n' roll	WebOrganic	Total
No. of enrolments			
No. of families served			
No. of parents trained			
No. of students trained			
No. of computers sold			
No. of Internet access packages sold			
Actual Expenditures			
Administrative costs			

(b) The Government will start the mid-term review of the two Implementers. Please provide details on the review, including the evaluation criteria and resources involved.

Asked by: Hon. HO Sau-lan, Cyd

Reply:

- (a) As at 31 January 2012, the latest progress of the Internet Learning Support Programme is as below:

	Net-Com rock n' roll	WebOrganic	Total
No. of enrolments	19 692	16 502	36 194
No. of families served	3 357	4 957	8 314
No. of parents trained	1 111	1 612	2 723
No. of students trained	223	1 516	1 739
No. of computers sold	2 267	2 083	4 350
No. of Internet access packages sold	327	1 344	1 671

In accordance with the Funding and Operation Agreement, the two Implementers will submit progress reports in April this year providing details of the actual expenditures and administrative costs involved. We will provide the information to the Legislative Council Panel on Information Technology and Broadcasting in May 2012.

- (b) We will conduct a mid-term review of the Programme after two years of implementation, i.e. in mid-2013.

The objectives of mid-term review are to examine the outcomes of the Programme with a view to enhancing the implementation arrangement as well as setting the working and service targets for the remaining 3 years of the Programme. Major work includes:

- (i) assessing the outcomes and implementation arrangement of the Programme;
- (ii) making recommendations on the implementation arrangement and service standards according to the latest market development and the students' online learning needs;
- (iii) setting the service standards and targets for the remaining 3 years of the Programme; and
- (iv) conducting preliminary assessment on the sustainability arrangement for the Programme beyond the five-year period, and recommending necessary follow-up measures.

We will assess the outcomes of the Programme on the basis of the following criteria:

- (i) number of families who have participated in the Programme and used the services;
- (ii) number of training sessions and supporting activities as well as the number of participants (including students and parents);
- (iii) level of satisfaction among participating families and students on the Programme and the services of the Implementers; and
- (iv) percentage of non-Internet users who have installed Internet access device after participating in the Programme.

The expenditure and manpower involved for the mid-term review will be absorbed through internal resource redeployment.

Signature: _____

Name in block letters: _____ Daniel Lai

Post Title: _____ Government Chief Information Officer

Date: _____ 22.2.2012

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

EDB315

Question Serial No.

1916

Head: 47 – Government Secretariat : Subhead (No. & title):
Office of the Government
Chief Information Officer

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question: Regarding the commencement of the mid-term review of the Internet Learning Support Programme, please provide the following information:

- (a) What are the arrangements for the review?
- (b) What are the details of expenditure?

Asked by: Hon. IP Kwok-him

Reply:

- (a) We launched the “i Learn at home” Internet Learning Support Programme in July 2011 to help needy students acquire affordable computers and Internet access service, and to provide them and their parents with user and social support to facilitate them to undertake web-based learning at home. We have engaged two non-profit organisations, namely eInclusion Foundation Ltd and the Hong Kong Council of Social Service to implement the Programme in the Eastern and Western parts of Hong Kong respectively.

We will conduct a mid-term review of the Programme after two years of implementation, i.e. in mid-2013, and complete it before commencement of the 2013/2014 school year.

The objectives of mid-term review are to examine the outcomes of the Programme with a view to enhancing the implementation arrangement as well as setting the working and service targets for the remaining 3 years of the Programme. Major work includes:

- (i) assessing the outcomes and implementation arrangement of the Programme;
 - (ii) making recommendations on the implementation arrangement and service standards according to the latest market development and the students’ online learning needs;
 - (iii) setting the service standards and targets for the remaining 3 years of the Programme;
- and

- (iv) conducting preliminary assessment on the sustainability arrangement of the Programme beyond the five-year period, and recommending necessary follow-up measures.
- (b) The expenditure and manpower involved for the mid-term review will be absorbed through internal resource redeployment.

Signature: _____

Name in block letters: Daniel Lai

Post Title: Government Chief Information Officer

Date: 22.2.2012

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

EDB316

Question Serial No.

2203

Head: 47 – Government Secretariat : Subhead
Office of the Government (No. & title):
Chief Information Officer

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question: Regarding the Internet Learning Support Programme (ILSP), please inform this Committee of the following:

- (a) What are the estimated total expenditure and manpower involved for ILSP in 2011-12? What are the number of applicants and the distribution of application quota for each district?
- (b) The Administration plans to conduct a mid-term review in 2012-13. What are the total expenditure and manpower involved? What are the contents of the service plan?

Asked by: Hon. PAN Pey-chyou

Reply:

- (a) The Government has allocated about \$55 m in total to the two Implementers in 2011-12 for implementation of the Internet Learning Support Programme, of which about \$30 m and \$25 m are given to eInclusion Foundation Ltd and the Hong Kong Council of Social Service respectively. The amount of allocations are based on the financial requirements set out in the Implementers' respective business plans. Under the Funding and Operation Agreement, the two Implementers are required to provide details of actual expenditure of the Programme in 2011-12 in their progress reports to be submitted to us in April this year. We will provide the relevant information for the Legislative Council Panel on Information Technology and Broadcasting in May 2012.

Besides, OGCIO created 2 new time-limited posts for 3 years in 2011-12 to cope with the additional workload arising from the Programme. The staff cost involved is about \$1.6 m per annum.

The Programme is implemented by the two organisations in the Eastern and Western parts of Hong Kong respectively. All families eligible for receiving Internet Access Subsidy under the Comprehensive Social Security Assistance scheme or through the Student Financial Assistance Agency can join the Programme. As at 31 January 2012, more than 36 000 families and their school-age children have joined the Programme, of which about 19 700 families are from the Eastern part and 16 500 families from the Western part of Hong Kong.

- (b) We will conduct a mid-term review of the Programme after two years of implementation, i.e. in mid-2013, and complete it before commencement of the 2013/2014 school year. The expenditure and manpower involved for the mid-term review will be absorbed through internal resource redeployment. The mid-term review aims to examine the outcomes of the Programme with a view to enhancing the implementation arrangement as well as setting the work priorities and service targets for the remaining 3 years of the Programme. Major work includes:
- (i) assessing the outcomes and implementation arrangement of the Programme;
 - (ii) making recommendations on the implementation arrangement and service standards according to the latest market development and the students' online learning needs;
 - (iii) setting the service standards and targets for the remaining 3 years of the Programme; and
 - (iv) conducting preliminary assessment on the sustainability arrangement of the Programme after its completion in 2016, and recommending corresponding follow-up measures.

Signature _____

Name in block letters Daniel Lai

Post Title Government Chief Information Officer

Date 22.2.2012

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

EDB317

Question Serial No.

0444

Head: 47 – Government Secretariat :
Office of the Government
Chief Information Officer

Subhead (No. & title):

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question:

Regarding the mid-term review of the Internet Learning Support Programme, when will it be started and completed at the earliest? What major areas will be covered in the mid-term review? What are the costs and manpower involved? What specific follow-up actions will be carried out upon the completion of the review? What are the respective numbers of families and students who have joined and benefited from the programme to date?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

In accordance with the Funding and Operation Agreement entered with the two Implementers, we will conduct the mid-term review of the Programme after two years of implementation, i.e. in mid-2013, and complete it before commencement of the 2013/2014 school year.

The mid-term review aims to examine the outcomes of the Programme with a view to enhancing the implementation arrangement as well as setting the work priorities and service targets for the remaining 3 years of the Programme. Major work includes:

- (a) assessing the outcomes and implementation arrangement of the Programme;
- (b) making recommendations on the implementation arrangement and service standards according to the latest market development and students' online learning needs;
- (c) setting the service standards and targets for the remaining 3 years of the Programme; and
- (d) conducting preliminary assessment on the sustainability arrangement of the Programme beyond the five-year period, and recommending corresponding follow-up measures.

The expenditure and manpower involved for the mid-term review will be absorbed through internal resource redeployment.

Upon completion of the mid-term review, we will implement the recommendations in collaboration with the Implementers, and will continue to monitor the implementation of the Programme in order to achieve the expected outcomes.

As at 31 January 2012, more than 36 000 families and their school-age children have joined the Programme, of which 8 300 families have used the services provided under the Programme.

Signature: _____

Name in block letters: _____ Daniel Lai

Post Title: _____ Government Chief Information Officer

Date: _____ 22.2.2012

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

EDB318

Question Serial No.

1657

Head: 47 – Government Secretariat :
Office of the Government
Chief Information Officer

Subhead (No. & title):

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question:

Regarding the Internet Learning Support Programme (ILSP), please provide the following information:

- (a) After granting the subsidy to the recipient families under ILSP, how does the Administration monitor and follow up on the use of the subsidy to prevent it from being misused?
- (b) Have any complaints or suspected misuse cases been received so far? If so, what are the respective numbers of cases that are being handled, confirmed misuse cases and unsubstantiated cases? What specific follow-up measures are taken by the Administration?

Asked by: Hon. TAM Wai-ho, Samson

Reply:

- (a) The Government has adopted a two-pronged strategy to help students from low-income families to undertake web-based learning at home, which includes the provision of Internet access subsidy and the implementation of Internet Learning Support Programme (ILSP). The Internet access subsidy provides direct non-accountable cash assistance to reduce the financial burden of low-income families in procuring Internet access for their children, while the ILSP aims at helping these families acquire affordable computers and Internet access service, and providing them with free training as well as user and social support. No cash subsidy is provided under ILSP.
- (b) Since launch of ILSP in July 2011, a total of 4 complaints have been received and none of them involved suspected misuse. After looking into these complaints, we asked the Implementer concerned to take follow-up action. All cases were resolved satisfactorily.

Signature: _____

Name in block letters: _____ Daniel Lai

Post Title: _____ Government Chief Information Officer

Date: _____ 22.2.2012

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

EDB319

Question Serial No.

1795

Head: 47 – Government Secretariat :
Office of the Government
Chief Information Officer

Subhead (No. & title):

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question:

- (a) Please provide information on the total expenditure of “i Learn at home” Internet Learning Support Programme launched in 2011-12, including administrative costs, expenditures on the service fees paid for the recipient families as well as expenditures on the provision of training and support services.
- (b) Is the total expenditure of the programme within the budget? Please state the final expenditures and estimates. If there is over-spending, what is(are) the reason(s) for that and what is the amount involved?

Asked by: Hon. TONG Ka-wah, Ronny

Reply:

- (a) The Government has allocated about \$55 m in total to the two Implementers, i.e. eInclusion Foundation Ltd (eInclusion) and the Hong Kong Council of Social Service (HKCSS), in 2011-12 for implementation of the Internet Learning Support Programme. The amount of allocations are based on the financial requirements set out in the Implementers' respective business plans. Breakdown of the estimated expenditure is shown below:

Items	eInclusion (\$'000)	HKCSS (\$'000)
Facilitating the acquisition of affordable Internet access service and computers	9,754	8,516
Providing training and technical support	13,050	9,177
Publicity and promotion	2,856	2,940
General administrative costs	2,622	3,696

Contingency	1,500	400
Sub-total	29,782	24,729
Total	54,511	

The two Implementers will provide details of actual expenditure in their progress report to be submitted to us in April this year.

- (b) Based on the latest implementation progress of the Programme, we expect that the final total expenditure of 2011-12 will be within budget. As mentioned above, the two Implementers will provide details of the actual expenditures of the Programme in the progress report to be submitted to us in April this year. We will provide the information to the Legislative Council Panel on Information and Broadcasting in May 2012.

Signature: _____

Name in block letters: Daniel Lai

Post Title: Government Chief Information Officer

Date: 22.2.2012

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

EDB320

Question Serial No.

1998

Head: 708 – Capital Subventions
and Major Systems
and Equipment

Subhead (No. & title): 8053EG
1 800-place student
residences at Lung
Wah Street, Kennedy Town

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau: Secretary for Education

Question:

It is stated that the approved estimate for the “1 800-place student residences at Lung Wah Street, Kennedy Town” is \$643.6 million and the actual expenditure to 31 March 2011 is \$55 million whereas the estimated expenditure for 2012-13 is only \$250 million. What is the timetable for using the remaining provision of about \$338 million? How can the progress of the project be expedited to meet the additional demand for student hostels arising from “3+3+4” new academic structure?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

According to the latest project programme from The University of Hong Kong, 1 800-place Student Residences at Lung Wah Street, Kennedy Town will be completed in September 2012 and will be ready for use in the 2012/13 academic year. It is estimated that \$250 million will be expended in 2011-12, and another \$250 million in 2012-13. The remaining estimated expenditure of \$88.6 million will be incurred in 2013-14 and beyond for procurement of F&E and settlement of final accounts. We will continue to closely monitor the project progress to ensure the works are completed on time.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

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

EDB321

Question Serial No.

1999

Head: 708 - Capital Subventions
and Major Systems
and Equipment

Subhead (No. & title): 8054EG
Centennial Campus
Phase 1

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau: Secretary for Education

Question:

It is stated that the approved estimate for the "Centennial Campus, Phase 1" is \$1,099.8 million and the actual expenditure to 31 March 2011 is \$379 million whereas the estimated expenditure for 2012-13 is only \$118 million. What is the timetable for using the remaining provision of about \$602 million? How can the progress of the project be expedited to meet the additional teaching needs arising from "3+3+4" new academic structure?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

According to the latest project programme from The University of Hong Kong, the construction works of Centennial Campus, Phase 1 will be completed in March 2012 to provide some 22 750 m² in net operational floor area to meet the increase in demand for academic space arising from the implementation of "3+3+4" new academic structure. It is estimated that \$432 million and \$118 million will be expended in 2011-12 and 2012-13 respectively. The remaining estimated expenditure of \$170.8 million will be incurred in 2013-14 and beyond for the procurement of furniture and equipment and settlement of final accounts. We will continue to closely monitor the project progress to ensure the works are completed on time.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

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

EDB322

Question Serial No.

2000

Head: 708 - Capital Subventions
and Major Systems
and Equipment

Subhead (No. & title): 8005EU
New academic block
and student hostel

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau: Secretary for Education

Question:

It is stated that the approved estimate for the "New academic block and student hostel" is \$216 million and the actual expenditure to 31 March 2011 is \$18 million whereas the estimated expenditure for 2012-13 is only \$7.844 million. What is the timetable for using the remaining provision of about \$190 million? How can the progress of the project be expedited to meet the additional teaching needs and demand for student hostels arising from "3+3+4" new academic structure?

Asked by: Hon. LAU Sau-shing, Patrick

Reply:

New academic block and student hostel of Lingnan University has been completed in January 2012. It provides 2 980 m² of academic space (in net operational floor area), 300 publicly-funded hostel places and 300 privately-funded hostel places to meet the increase in demand for academic space and student hostel places arising from the implementation of "3+3+4" new academic structure. It is estimated that \$170 million and \$7.844 million will be expended in 2011-12 and 2012-13 respectively for procurement of furniture and equipment and settlement of final accounts.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 27 February 2012

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

Reply Serial No.

EDB323

Question Serial No.

3304

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:

In the past 8 years, what are the expenditures for implementing the Intensive Remedial Teaching Programme (IRTP), the New Funding Mode (NFM) and the mixed-mode in primary schools respectively? (Please fill out Table I)

In the past 8 years, what are the numbers of primary schools participating in IRTP and NFM and the mixed-mode respectively? (Please fill out Table II)

Financial Provision/expenditure	IRTP	NFM	Mixed-mode
2004/05			
2005/06			
2006/07			
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			

No. of primary schools	IRTP	NFM	Mixed-mode
2004/05			
2005/06			
2006/07			
2007/08			
2008/09			
2009/10			
2010/11			
2011/12			

Asked by: Hon. CHEUNG Kwok-che

Reply:

The expenditure for implementing the Intensive Remedial Teaching Programme, the New Funding Mode and the mixed-mode from the 2004/05 to 2011/12 school years and the numbers of participating public sector primary schools are set out in the Appendix.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

(a) The expenditure of the Intensive Remedial Teaching Programme, the New Funding Mode and the Mixed-mode from the 2004/05 to 2011/12 school years

School Year	Expenditure (\$ million)		
	Intensive Remedial Teaching Programme	New Funding Mode	Mixed-mode
2004/05	256.3	32.5	7.9
2005/06	218.2	54.3	29.9
2006/07	177.3	67.1	59.3
2007/08	164.1	74.2	64.0
2008/09	161.5	92.4	63.7
2009/10	147.4	102.3	67.6
2010/11	134.3	106.6	70.0
2011/12	137.2	116.8	72.1

Note: The expenditure in the 2011/12 school year denotes the estimated expenditure.

(b) The numbers of participating public sector schools from the 2004/05 to 2011/12 school years

School Year	Number of primary school		
	Intensive Remedial Teaching Programme	New Funding Mode	Mixed-mode
2004/05	411	155	15
2005/06	336	191	49
2006/07	260	195	97
2007/08	224	184	98
2008/09	207	184	90
2009/10	184	189	93
2010/11	172	186	97
2011/12	164	193	95

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

EDB324

Question Serial No.

3308

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:

- (a) School-based support programmes have been implemented by the Government since 1994 and the School-based Educational Psychology Service has been extended to cover mainstream secondary schools. To tie in with the education reform, the Government stated in 2001 that 200 primary schools would be provided with the School-based Educational Psychology Service from the 2002/03 to 2007/08 school years. At present, how many primary schools are provided with the above service?
- (b) It is stated in this year's Budget that the School-based Educational Psychology Service will be further expanded with the target of covering all public sector primary schools by the 2016/17 school year. What are manpower and expenditure involved in the School-based Educational Psychology Service for primary schools?
- (c) Regarding the School-based Educational Psychology Service for primary schools, what were the numbers of service recipients in the past 3 years (i.e. 2009/10 to 2011/12 school years) ? (Please provide a breakdown by district for each school year)
- (d) Regarding the School-based Educational Psychology Service for primary school, what were the average hours of psychology service received by each primary school each month in the past 3 years? (Please provide a breakdown for each year)

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) In the 2011/12 school year, 234 public sector primary schools are receiving the School-based Educational Psychology Service (SBEPS).
- (b) As announced in the 2011-12 Policy Address, the SBEPS will be extended progressively to cover all public sector primary and secondary schools by the 2016/17 school year. To achieve the target, 41 additional educational psychologist (EP) posts will be created. The additional expenditure upon full implementation is about \$36 million per year. As an EP serves both primary and secondary schools, we are not able to set out separately the manpower and expenditure for primary schools at this stage.

(c) and (d)

Under the SBEPS, one EP serves six to ten schools. The EPs pay regular visits to schools throughout the year to provide comprehensive service at the school system, teacher support and student support levels. The number of visit days paid to each school varies, depending on the number of schools served by the EP and the need of the schools and their students. Since the SBEPS is a comprehensive service that covers remedial, preventive and developmental work in catering for the students' diverse educational needs, all students in the participating schools benefit from the service either directly or indirectly. Hence, instead of providing the numbers of service recipients, we provide a breakdown of the number of primary schools receiving the service from the 2009/10 to 2011/12 school years by district at Appendix.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 27 February 2012

**Breakdown of the number of public sector primary schools receiving the SBEPS
from the 2009/10 to 2011/12 school years by district**

District \ School Year	2009/10	2010/11	2011/12
Central & Western	1	3	3
Eastern	7	12	15
Islands	4	4	5
Southern	8	8	8
Wan Chai	1	2	2
Kowloon City	5	9	10
Wong Tai Sin	17	17	17
Sai Kung	17	16	16
Kwun Tong	20	22	21
Yau Tsim Mong	9	11	10
Sham Shui Po	13	13	19
North	8	16	17
Sha Tin	14	17	20
Taipo	7	7	9
Kwai Tsing	14	13	15
Tsuen Wan	9	10	10
Tuen Mun	13	14	18
Yuen Long	17	16	19

Notes:

1. *Before full implementation of the SBEPS, priority is given to the more needy schools, such as those with a larger number of students with special educational needs and with high risk cases, etc. Hence, the schools receiving the service are not evenly distributed among the districts.*
2. *The slight decrease in the numbers of schools across years in some districts is mainly due to the relocation of school and the merging of the AM and PM sessions of a school for turning into whole day operation.*

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

EDB325

Question Serial No.

3432

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:

Apart from school fees, does the Government regulate the fees charged by kindergartens in Hong Kong? Has the Government compiled any statistics on 1) the types of fees charged and 2) the amount of fees charged? At present, are there any Government plans to subsidise the needy or poor families to pay these fees? What is the estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

Apart from school fees, application fee and registration fee charged by kindergarten (KGs) also require Education Bureau's (EDB) approval. Currently, the ceiling of application fee is \$30 and collection of registration fee should not exceed \$660 for a half-day place (\$1,150 for a whole-day place), or half of the monthly tuition fee, whichever is the lower for students enrolled. The registration fee paid by children who subsequently take up the KG places will be credited as payment of their tuition fee. Sales of school items, such as school uniform, exercise books, etc by KGs to parents should be on a voluntary basis and KGs are required to provide information on charges other than school fees in the KG Profile for parents' information.

Currently, on top of the fee subsidy under the Pre-primary Education Voucher Scheme, the Administration provides additional financial support to needy families for children receiving KG education through the means-tested Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS). The financial assistance under the KCFRS has been enhanced since the 2011/12 school year so as to provide more assistance to needy families. Families under the Comprehensive Social Security Assistance Scheme with children attending KG classes may submit application for special grants to Social Welfare Department to cover expenses related to pre-primary education, such as meal charge, books, stationery and school uniforms.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 8 March 2012

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

EDB326

Question Serial No.

3442

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:

In 2012-13, will the Bureau consider regrading all Certificated Masters/Mistresses (CM) with degree qualifications teaching in primary schools to Assistant Primary School Masters/Mistresses (APSM)? If yes, what is the estimated expenditure involved?

Asked by: Hon. CHAN Tanya

Reply:

Since the 2009/10 school year, the ratio of graduate teacher posts within the teaching staff establishment in public sector primary schools has been raised to 50% in accordance with the established policy. According to the statistics of the Education Bureau, the overall number of teachers appointed to fill graduate teacher posts in public sector primary schools has not yet reached the above percentage. Having regard to the competing priorities for limited resources and the fact that the currently available graduate teacher posts have not been fully utilised, we are not able to accord priority to increasing the provision of graduate teacher posts in public sector primary schools at the present stage. Nevertheless, we shall continue to keep in view all relevant factors, including the financial commitment, prioritisation of resources deployment, data on serving teachers obtaining degree qualifications and schools' progress in filling graduate teacher posts, etc., and keep the ratio of graduate teacher posts under review.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB327

Question Serial No.

3458

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 measures has the Government taken to safeguard the quality of sub-degree programmes and the follow-up verification work?

Asked by: Hon. CHAN Tanya

Reply:

The Government has implemented the following measures to promote and enhance the quality of the sub-degree programmes provided by post-secondary education institutions in Hong Kong –

- (i) All local post-secondary programmes are required to undergo accreditation before they can be offered in Hong Kong. They are also subject to periodic review;
- (ii) The Common Descriptors for sub-degree programmes have been promulgated for observance by the providers and quality assurance bodies. The descriptors have set out the requirements in areas such as entrance requirements, curriculum content, programme objectives and learning outcomes. Clear standards have been set for the entry and exit standards of sub-degree students. The Common Descriptors were further updated in 2011 to tie in with the implementation of the New Academic Structure; and
- (iii) A Handbook on Good Practices in Quality Assurance for the sub-degree sector has been published to set out the essential principles and practices in quality assurance, promote the sharing of good practices among institutions, enhance quality consistency across the sector and further improve the overall quality of the sector.

In response to the recommendations proposed in the University Grants Committee report on “Aspirations for the Higher Education System in Hong Kong”, a Committee on Self-financing Post-secondary Education will be established to advise the Government on the development of the self-financing post-secondary sector.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB328

Question Serial No.

3459

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:

At present, thousands of secondary school graduates meet the entry requirement for universities but are not admitted. Will the Government encourage overseas students to pursue self-financed programmes and increase the number of subvented places for local students? If so, what will be the expenditure involved?

Asked by: Hon. CHAN Tanya

Reply:

The Government is committed to providing multiple and flexible pathways for our young people. To this end, we adopt a two-pronged strategy of promoting the parallel development of the publicly-funded sector and the self-financing sector.

For the publicly-funded sector, we will double the number of University Grants Committee (UGC)-funded senior year undergraduate places to 8 000 per annum by phases, as well as increase the UGC-funded first-year first-degree places from 14 620 to 15 000 per annum, in the coming 2012/13 to 2014/15 triennium. By 2016, the number of students graduating from UGC-funded undergraduate programmes is expected to rise to around 19 000. Meanwhile, recurrent grants for UGC-funded institutions will increase by HK\$3 billion to HK\$14.3 billion per annum by the 2014/15 academic year.

For the self-financing sector, we will continue to support the development of the sector to provide students with more quality articulation opportunities and choices. We have launched a basket of support measures, including the Land Grant Scheme, Start-up Loan Scheme, Quality Enhancement Grant Scheme, and a \$2.5 billion Self-financing Post-secondary Education Fund to provide stable and sustainable and stable resources for the sector's long-term development. Since the 2008/09 academic year, we have expanded the Financial Assistance Scheme for Post-secondary Students so that financial assistance for students pursuing self-financing programmes will be broadly comparable to that for their counterparts studying publicly-funded programmes. Eligible students may receive means-tested grant or loan to cover tuition fee, academic expenses and living cost.

As announced in the 2011-12 Policy Address and 2012-13 Budget Speech, we will inject \$5 billion into the Research Endowment Fund, of which \$3 billion will fund self-financing tertiary institutions on a competitive basis to enhance academic and research development. We also plan to inject \$2 billion, including \$1 billion each into the Self-financing Post-secondary Education Fund and the HKSARG Scholarship Fund to set up more scholarships and awards to give recognition to students with outstanding academic performance or remarkable achievements in other areas. In addition,

we propose to allocate \$2.5 billion to launch the sixth Matching Grant Scheme (MGS) in the post-secondary education sector to help institutions tap more funding sources, improve the quality of education and foster a philanthropic culture. For the first time, the proposed sixth MGS will cover all statutory and approved post-secondary institutions to support their development.

Through the above measures, we estimate that by 2015, over one-third of our young people in the relevant cohort will have access to degree-level education. Including sub-degree education, over two-thirds of them will have access to post-secondary education.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 8 March 2012 _____

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

Reply Serial No.

EDB329

Question Serial No.

3319

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:

How will the Administration provide additional support for schools to facilitate curriculum planning and co-ordination of the Moral and National Education subject?

Asked by: Hon. CHEUNG Kwok-che

Reply:

It is an established practice that accompanying the implementation of new subjects and/or major changes in the curriculum will be support measures such as a series of focused and structured professional development programmes, production of learning/teaching resources and other related support targeted at the school and/or teacher levels. The implementation of the Moral and National Education (MNE) curriculum will be no exception though the details will be considered holistically when we deliberate the recommendation on the Curriculum Guide on MNE to be submitted by the Curriculum Development Council. For estimate purposes, we have, based on the past experience in implementing new curriculum guides of core subjects, made a provision of approximately \$500 million for 2012-13 for the implementation of the MNE curriculum.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 23 February 2012

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

Reply Serial No.

EDB330

Question Serial No.

3320

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:

School-based support programmes have been implemented by the Government since 1994 and the school-based educational psychology service has been extended to cover mainstream secondary schools. At present, how many secondary schools are provided with the above service?

Asked by: Hon. CHEUNG Kwok-che

Reply:

In the 2011/12 school year, 228 public sector secondary schools are receiving the School-based Educational Psychology Service.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB331

Question Serial No.

3365

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) Since the implementation of the Pre-primary Education Voucher Scheme (PEVS) in the 2007/08 school year, what are the numbers of families in receipt of the Comprehensive Social Security Assistance (CSSA) that receive the Pre-primary Education Voucher? What is the percentage of CSSA families receiving the voucher? (Please set out the statistics in a table)
- (b) The Education Commission submitted the Report on Review of the Pre-primary Education Voucher Scheme (PEVS) in December 2010. The community is concerned about kindergarten education and is of the view that it should be made compulsory and free, and be confirmed as a part of basic education. It also suggests that the Government fully subsidises pre-primary education. The Administration states that there is a need to analyse the inadequacies of the existing plan. What are the details of the analysis?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The Education Bureau has no statistics on the number of families in receipt of both the Comprehensive Social Security Assistance and the Pre-primary Education Voucher.
- (b) Government's policy on kindergarten (KG) education is premised on two fundamental considerations, *viz.* to make KG education affordable and to induce quality enhancement. The Pre-primary Education Voucher Scheme (PEVS) introduced with effect from the 2007/08 school year helps to achieve these two objectives. Local KGs joining the PEVS must meet eligibility criteria relating to tuition fee levels, professional qualification of the teaching force, and satisfactory performance in the quality review. All these criteria aim to safeguard and promote the quality of education without prejudicing the diversity and vitality that market forces currently bring to the sector. Entitlement to the voucher is non-means-tested and the existing voucher value at \$16,000 per student per annum represents more than 80% of the current average tuition fee of a half-day place. Students from needy families are also eligible for means-tested fee remission. Over 80% of the KG students are currently benefiting from the PEVS. The strong commitment of the Government towards the KG sector can be reflected by the rise in Government expenditure on this sector, from \$992.9 million in 2006-07 (prior to the introduction of the PEVS) to \$2624.7 million in 2011-12, representing a 164% increase. The Education Commission's Working Group Report on Review of the PEVS submitted to the Administration in December 2010 confirmed the merits of the PEVS and recommended various improvement measures such as mechanisms for periodic adjustment to the voucher value and tuition fee caps in addition to enhancing support for needy families. We are aware of the calls for making KG education free. Notwithstanding the many structural and systemic issues associated with this (such as hardware, district distribution of school places and implications for an equitable allocation system, etc.), we shall continue to communicate

with the stakeholders and different sectors, and examine the various implications with a view to sustaining the development of quality pre-primary education.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 27 February 2012

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

EDB332

Question Serial No.

3366

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:

- (a) What are the numbers of non-Chinese speaking (NCS) students enrolling in the full-time and part-time courses of the Youth College in the past three years (the 2008/09, 2009/10 and 2010/11 academic years)?
- (b) What are the numbers of students with special educational needs enrolling in the full-time and part-time courses of the Youth College in the past three years (the 2008/09, 2009/10 and 2010/11 academic years)?
- (c) The Bureau will plan to set up a new Youth College to provide specialised support for non-Chinese speaking students and students with special educational needs. What are the details of the plan, such as the manpower and estimated expenditure involved?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) In each of the 2008/09, 2009/10 and 2010/11 academic years, the Vocational Training Council (VTC) offered 20 dedicated vocational education and training programmes to Non-Chinese speaking (NCS) students. The enrolments (including full-time and part-time courses) under the dedicated programmes for NCS students in the 2008/09 to 2010/11 academic years are 517, 672 and 683 respectively.

In addition to the dedicated programmes, VTC offered around 200 pre-employment vocational education and training programmes under its member institutions, including Youth College, for students who met the entry requirements, irrespective of their ethnic origin. VTC does not keep separate breakdown by ethnic origin in the course enrolment statistics of those courses which are not dedicated to NCS students.

- (b) VTC may be informed of students' special educational needs (SEN) at the time when the students applied for admission or after being admitted. SEN students will then be provided with dedicated support as appropriate. There were 97, 177 and 210 reported cases of SEN students in the Youth College (including both full-time and part-time programmes) in the 2008/09 to 2010/11 academic years respectively.
- (c) The new Youth College plans to offer 240 new places in the 2012/13 academic year, among which about 120 are estimated to be NCS students. As for SEN students, there would not be a fixed number of places and those who meet the entry requirements of the programmes will be offered study places if they are assessed to likely have the ability to complete the programmes.

The new Youth College will provide dedicated support for NCS and SEN students, helping them to better cope with their study, adapt to campus life and the wider community. Services for the NCS students will include vocational Chinese training, tutorial services, peer mentorship scheme and student activities for promoting a culture of inclusion and integration with the community. Services for SEN students will include technical learning aids, special in-class arrangements, professional consultation and assessment services. Career advisory and support services will also be provided to both NCS and SEN students. The new Youth College will develop itself into a learning resources centre for supporting diversity and inclusivity in vocational education.

In the 2012/13 academic year, about 14 teaching staff and 6 support staff will be required and the subvention from the Government is about \$15.5 million.

Signature: _____
Name in block letters: _____ Mrs Cherry Tse
Post Title: _____ Permanent Secretary for Education
Date: _____ 8 March 2012

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

EDB333

Question Serial No.

3367

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:

The Vocational Training Council (VTC) is a statutory body that provides a comprehensive system of vocational education and training services through its 11 member institutions.

- (a) What are the numbers of non-Chinese speaking students enrolling in the full-time and part-time courses of the member institutes under VTC in the past three years (the 2008/09, 2009/10 and 2010/11 academic years)? What are the enrolment rates?
- (b) What are the numbers of students with special educational needs enrolling in the full-time and part-time courses of the member institutions under VTC in the past three years (the 2008/09, 2009/10 and 2010/11 academic years)? What are the enrolment rates?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (a) The Vocational Training Council (VTC) offered 20 dedicated vocational education and training programmes to Non-Chinese speaking (NCS) students. The enrolments (including full-time and part-time courses) under the dedicated programmes for NCS students are 517, 672 and 683 respectively in each of the 2008/09 to 2011/12 academic years. In addition to the dedicated programmes, VTC offered around 200 pre-employment vocational education and training programmes for students who met the entry requirements, irrespective of their ethnic origin. VTC does not keep separate enrolment statistics for those NCS students participating in the courses which are not dedicated to NCS students. Given that there is no fixed number of places dedicated for NCS students, the enrolment rate for NCS students is not available.
- (b) The statistics on students with special educational needs (SEN) were collected based on self-reporting by students. The number of students (including full-time and part-time courses) who had reported their special educational needs in the 2008/09 to 2010/11 academic years are 372, 447 and 515 respectively. In fact, those who meet the entry requirements of the programmes will be offered study places if they are assessed to likely have the ability to complete the programmes. Given that there is no fixed number of places dedicated for SEN students, the enrolment rate for SEN students is not available.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 8 March 2012

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

EDB334

Question Serial No.

3368

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:

(a) With the parallel development of both the publicly-funded and the self-financing post-secondary education sectors, the Bureau estimates that by 2015, over two-thirds of young people in the relevant age group will have access to post-secondary education, of which one-third are associate degree places. What were the school fees charged by the institutions providing associate degree programmes in the past 5 years (2007, 2008, 2009, 2010 and 2011)? How does the Bureau oversee the adjustment of school fees by these institutions? What are the details?

(b) What are the numbers and percentages of sub-degree graduates who were able to articulate to full-time accredited degree-level education in the past 5 years (2007, 2008, 2009, 2010 and 2011)? (Please set out in table form the respective numbers under different self-financing post-secondary institutions)

Asked by: Hon. CHEUNG Kwok-che

Reply:

The tuition fees of full-time locally-accredited sub-degree programmes from the 2007/08 to 2011/12 academic years are detailed at **Annex A**. Post-secondary institutions in Hong Kong enjoy a high degree of autonomy in academic development and administrative matters. For the self-financing sector, institutions devise their admission arrangements and tuition fees having regard to their own circumstances, practices in the sector and other relevant considerations. To increase transparency of the sector, Education Bureau has set up the Information Portal for Accredited Post-secondary Programmes (iPASS) website since 2007, providing detailed information on the locally-accredited post-secondary programmes, including the tuition fees of the programmes listed to facilitate students and the public in general to access the information.

Sub-degree qualification is a worthwhile standalone exit qualification for further studies and employment at the para-professional level. Graduates may pursue further studies or seek employment depending on their aspiration and career plan, upon completion of study. In general, Post-secondary institutions conduct surveys of graduates of their full-time locally-accredited self-financing sub-degree programmes and 8 119, 11 870, 12 765 and 13 137 responded from 2007 to 2010 respectively. Around 57%, 56%, 59% and 57% of the respondents pursued further study in degree programmes from 2007 to 2010 respectively while others chose to take up employment or other form of studies (e.g. study overseas). Detailed articulation statistics are set out at **Annex B**.

Signature: _____

Name in block letters: _____ Mrs Cherry Tse

Post Title: _____ Permanent Secretary for Education

Date: _____ 8 March 2012

Tuition Fee of Full-time Accredited Sub-Degree Programmes by Institution, 2007/08 - 2011/12 Academic Year

Institution	Average Annual Tuition Fee (HK\$)				
	2007/08	2008/09	2009/10	2010/11	2011/12
Publicly-funded Programmes					
City University of Hong Kong	\$31,575	\$31,575	\$31,575	\$31,575	\$31,575
The Hong Kong Institute of Education	\$15,040	\$15,040	\$15,040	\$15,040	\$15,040
The Hong Kong Polytechnic University	\$31,575	\$31,575	\$31,575	\$31,575	\$31,575
Vocational Training Council	\$20,050 - \$24,700	\$21,650 – \$26,700	\$21,650 – \$26,700	\$21,650 – \$26,700	\$24,133 – \$27,600
Self-financing Programmes					
Caritas Bianchi College of Careers	\$38,283 - \$40,900	\$40,967 - \$43,770	\$43,017 - \$45,940	\$44,503 - \$46,697	\$45,473 - \$50,790
Caritas Institute of Higher Education (formerly known as Caritas Francis Hsu College)	\$39,987 - \$42,320	\$41,167 - \$43,000	\$43,227 - \$45,680	\$44,723 - \$47,960	\$45,160 - \$49,495
Chu Hai College of Higher Education	\$39,000	\$39,000	\$39,000	-	-
City University of Hong Kong	\$36,000 - \$53,100	\$36,000 - \$53,100	\$36,000 - \$53,100	\$36,000 - \$53,100	\$36,000 - \$53,100
Hang Seng Management College (formerly known as Hang Seng School of Commerce)	\$30,000 - \$35,000	\$30,000 - \$35,000	\$35,000 - \$40,000	\$35,000 - \$40,000	\$40,000
HKU SPACE Po Leung Kuk Community College	\$41,000 - \$47,000	\$42,800 - \$48,800	\$42,800 - \$48,800	\$42,800 - \$48,800	\$42,800 - \$49,800
Hong Kong Art School	\$36,270 - \$40,560	\$36,270 - \$40,560	\$39,000 - \$40,500	\$40,500	\$40,500
Hong Kong Baptist University	\$42,600 - \$48,750	\$42,600 - \$48,750	\$36,000 - \$50,000	\$36,000 - \$50,000	\$36,000 - \$50,000
Hong Kong Central College	\$57,000	\$57,000	\$57,000	-	\$45,000
Hong Kong College of Technology	\$34,800 - \$37,550	\$36,400 - \$39,250	\$36,400 - \$39,250	\$36,225 - \$41,200	\$36,895 - \$40,800
Hong Kong Institute of Technology	\$31,500 - \$43,200	\$32,400 - \$42,120	\$32,400 - \$42,120	\$32,400 - \$42,120	\$32,400 - \$42,120

Institution	Average Annual Tuition Fee (HK\$)				
	2007/08	2008/09	2009/10	2010/11	2011/12
Self-financing Programmes (Continued)					
Lingnan University	\$35,000 - \$50,000	\$35,000 - \$50,000	\$35,000 - \$50,000	\$35,000 - \$50,000	\$35,000 - \$50,000
Sacred Heart Canossian College of Commerce	-	-	-	-	\$41,400
The Chinese University of Hong Kong	\$39,833 - \$46,000	\$39,833 - \$47,750	\$40,333 - \$47,750	\$40,333 - \$47,750	\$40,333 - \$49,150
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	\$37,000 - \$48,000	\$38,000 - \$50,000	\$38,000 - \$50,000	\$38,000 - \$50,000	\$47,000 - \$50,000
The Hong Kong Institute of Education	\$35,800 - \$44,300	\$36,900 - \$46,300	\$31,800 - \$46,800	\$31,800 - \$46,800	\$31,800 - \$46,800
The Hong Kong Polytechnic University	\$39,600 - \$46,200	\$39,600 - \$49,500	\$39,600 - \$49,500	\$39,600 - \$49,875	\$39,600 - \$52,470
The Open University of Hong Kong	\$36,000	\$36,000	\$30,000 - \$37,500	\$30,000 - \$54,338	\$34,500 - \$54,337
The University of Hong Kong	\$41,000 - \$55,000	\$42,800 - \$59,000	\$42,800 - \$59,000	\$42,800 - \$59,000	\$42,800 - \$59,000
Tung Wah College	-	-	-	-	\$80,300
Vocational Training Council	\$36,000 - \$42,000	\$37,100 - \$43,300	\$37,100 - \$43,300	\$37,100 - \$43,300	\$42,000 - \$44,800
Yew Chung Community College	-	\$40,000 - \$51,000	\$40,000 - \$51,000	\$40,000 - \$51,000	\$40,000 - \$51,000

Note:

"-" denotes no locally-accredited programme was offered.

Articulation Statistics of Graduates of Full-time Accredited Self-financing Sub-degree Programmes, 2007 – 2010

Institution	Percentage of Responded Graduates* Pursuing Further Study in Degree Programmes											
	2007			2008			2009			2010		
	Local Degree	Non-local Degree #	Total	Local Degree	Non-local Degree #	Total	Local Degree	Non-local Degree #	Total	Local Degree	Non-local Degree #	Total
Caritas Bianchi College of Careers	17%	-	17%	39%	20%	59%	42%	21%	63%	28%	12%	40%
Caritas Institute of Higher Education (formerly known as Caritas Francis Hsu College)	6%	25%	31%	18%	12%	30%	16%	22%	38%	7%	26%	33%
Chu Hai College of Higher Education	43%	-	43%	79%	-	79%	78%	-	78%	98%	-	98%
City University of Hong Kong	34%	21%	55%	43%	24%	67%	44%	32%	76%	48%	25%	72%
Hang Seng Management College (formerly known as Hang Seng School of Commerce)	27%	61%	88%	34%	45%	79%	25%	63%	88%	68%	20%	88%
HKU SPACE Po Leung Kuk Community College	-	-	-	-	-	-	22%	12%	33%	20%	25%	46%
Hong Kong Art School	20%	4%	24%	24%	19%	43%	11%	35%	46%	43%	2%	45%
Hong Kong Baptist University	57%	15%	72%	59%	9%	68%	62%	6%	68%	65%	7%	71%
Hong Kong Central College	-	-	-	-	-	-	-	-	-	8%	-	8%
Hong Kong College of Technology	18%	6%	24%	3%	22%	25%	38%	1%	39%	23%	6%	29%
Hong Kong Institute of Technology	-	100%	100%	-	100%	100%	-	100%	100%	-	100%	100%
Hong Kong Shue Yan University	31%	4%	35%	16%	-	16%	-	-	-	-	-	-
Lingnan University	43%	8%	51%	54%	6%	59%	79%	3%	82%	57%	8%	65%
The Chinese University of Hong Kong	21%	21%	42%	26%	18%	44%	24%	27%	51%	25%	23%	48%
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College	35%	26%	61%	47%	14%	62%	48%	6%	54%	47%	12%	59%
The Hong Kong Institute of Education	31%	11%	42%	37%	-	37%	38%	6%	44%	46%	-	46%
The Hong Kong Polytechnic University	62%	7%	70%	69%	8%	77%	78%	6%	84%	77%	3%	80%
The Open University of Hong Kong	75%	-	75%	67%	-	67%	58%	-	58%	29%	-	29%
The University of Hong Kong	46%	29%	75%	39%	22%	61%	38%	23%	61%	37%	25%	62%
Vocational Training Council	20%	17%	37%	18%	19%	37%	19%	21%	40%	20%	18%	38%

Notes:

- * Refer to percentage of graduates pursuing further study in degree programmes to total number of graduates responding to the graduate survey conducted by the institutions and successfully enumerated in the graduate statistics of articulation and employment.
- # Refer to non-local degree programmes (including locally-accredited programmes) conducted in Hong Kong.
- "-" denotes nil.
- Figures of Local Degree and Non-local Degree may not add up to Total owing to rounding.
- The surveys conducted by institutions for 2011 graduates are underway.

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

EDB335

Question Serial No.

3337

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:

It is estimated that the number of applications by primary and secondary school students under the Examination Fee Remission Scheme will drop from 36 425 in the 2011/12 school year to 30 233 in the 2012/13 school year. What are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of applications for the Examination Fee Remission Scheme from secondary school students sitting for public examinations is estimated to drop from 36 425 in the 2011/12 school year to 30 233 in the 2012/13 school year, representing a decrease of 17%. This is because in the double-cohort year of 2011/12, the Hong Kong Advanced Level Examination (HKALE) will be held for the last time for school candidates and the Hong Kong Diploma of Secondary Education Examination (HKDSEE) will be launched concurrently for the first time under the New Senior Secondary academic structure. The school candidate population will mainly comprise Secondary 7 students sitting for HKALE and Senior Secondary 3/Secondary 6 students sitting for HKDSEE. The school candidate population is expected to decline in the 2012/13 school year when HKDSEE completely replaces HKALE and the former Hong Kong Certificate of Education Examination, and students will only sit for HKDSEE. As a result, the number of applications for the Examination Fee Remission Scheme is expected to decrease considerably in 2012/13.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 9 March 2012

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

EDB336

Question Serial No.

3338

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 estimates that in 2012-13, the number of family-based applications under the Subsidy Scheme for Internet Access Charges will decrease from 178 582 to 169 495. What are the reasons?

Will the Administration increase the subsidy rate of the Subsidy Scheme for Internet Access Charges in the next 5 years? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of family-based applications for the Subsidy Scheme for Internet Access Charges is estimated to drop from 178 582 in the 2011/12 school year to 169 495 in the 2012/13 school year, representing a decrease of 5.1%. The projected decrease in applications is mainly attributable to the cessation of Secondary 7 classes (with a population of 30 100 in 2011/12) with effect from the 2012/13 school year when the 334 New Senior Secondary academic structure completely replaces the 7-year secondary academic structure in 2012/13. As a result of the reduction in class levels, coupled with a projected decrease of 4.4% in student population at the junior secondary level, the number of family-based applications is expected to decrease in 2012/13.

The rate of Subsidy for Internet Access Charges is reviewed annually before the start of the new school year. The review takes into account the latest prices of internet access services in the market, including the prices of the relevant internet access services offered by the two non-profit-making organisations under the Government's Internet Learning Support Programme. The Education Bureau will determine the level of the subsidy in the new school year on this basis. Depending on the prices of internet access services offered by the market at that time, the subsidy rate for Internet Access Charges for the coming five school years may vary.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 9 March 2012

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

EDB337

Question Serial No.

3349

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 estimated by the Administration that the number of families applying for the School Textbook Assistance Scheme will decrease from 267 135 to 249 678 in 2012/13. What are the reasons?

Will the Administration increase the grant rates of the School Textbook Assistance Scheme in the next 5 years? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The School Textbook Assistance Scheme (STAS) is a student-based financial assistance scheme. The number of applications for STAS for primary and secondary school students is estimated to drop from 267 135 in the 2011/12 school year to 249 678 in the 2012/13 school year, representing a decrease of 6.5%. The projected decrease in applications is mainly attributable to the cessation of Secondary 7 classes (with a population of 30 100 in 2011/12) with effect from the 2012/13 school year when the 334 New Senior Secondary academic structure completely replaces the 7-year secondary academic structure in 2012/13. As a result of the reduction in class levels, coupled with an estimated drop of 4.4% in student population at the junior secondary level, the number of applications for STAS is expected to decrease in 2012/13.

The non-accountable cash subsidy under STAS comprises a textbook grant for purchasing essential textbooks and a flat-rate grant to cover miscellaneous school-related expenses of students. The textbook grant rates are revised annually having regard to the average costs of textbooks for the various levels of studies. The rates are determined on the basis of the Textbook Expenditure Survey conducted by the Consumer Council before the start of each school year on the actual textbook expenses incurred by students at various levels. The flat rate grant is revised annually according to the movement of the Composite Consumer Price Index (CCPI). We shall continue to revise the grant rates of STAS annually according to the afore-mentioned established mechanism in future school years. Given that the costs of textbooks as well as the annual movement of CCPI may fluctuate, the grant rates of STAS may vary in the coming five years.

To enhance support to needy students, the flat-rate grant under STAS has been increased substantially on a one-off basis from \$408 per full-grant student in the 2010/11 school year to \$1,000 per full-grant student in the 2011/12 school year and from \$204 to \$500 per half-grant student in 2011/12. In addition, the income ceiling for full level of assistance under the means test mechanism of the Student Financial Assistance Agency has been relaxed in 2011/12 such that the percentage of students eligible for full-grant under STAS has increased substantially from around 29% in the past to around 57% of all STAS beneficiaries in 2011/12.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 9 March 2012

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

EDB338

Question Serial No.

3350

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 estimated by the Administration that the number of families applying for the Student Travel Subsidy Scheme will decrease from 233 260 to 230 968 in 2012-13, what are the reasons?

Will the Administration increase the grant level under the Student Travel Subsidy Scheme in the next 5 years? If so, what are the details? If not, what are the reasons?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The overall number of applications for the Student Travel Subsidy (STS) Scheme from full-time primary, secondary and post-secondary students is estimated to drop from 233 260 in the 2011/12 school year to 230 968 in the 2012/13 school year, representing a decrease of 0.98%. The projected decrease in applications is mainly attributable to the cessation of Secondary 7 classes (with student population of 30 100 in 2011/12) with effect from the 2012/13 school year when the 334 new academic structure for senior secondary and higher education completely replaces the 7-year secondary academic structure in 2012/13. Coupled with an estimated drop of 4.4% in student population at the junior secondary level, the number of STS applications from primary and secondary school students is expected to decrease in 2012/13. The decrease is nevertheless partly offset by an increase in projected student intake into post-secondary programmes as a result of the increase in degree places arising mainly from the 334 new academic structure, as well as increase in sub-degree places (an increase of over 20 000 students, representing about 15% increase).

The rates of the STS Scheme are determined having regard to the students' travel patterns and the average fares on public transport incurred by students for home-school travels. The rates are adjusted annually before the start of the new school year on the basis of the latest change in public transport fares. Depending on the then level of public transport fares as advised by the Transport Department, the rate of travel subsidy for the coming five school years may vary.

Signature: _____

Name in block letters: _____ Ms Nancy SO

Post Title: _____ Controller, Student Financial Assistance Agency

Date: _____ 9 March 2012

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

EDB339

Question Serial No.

3329

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 actions taken by UGC in 2012-13 to follow up on the recommendations of the Higher Education Review Report published in December 2010, what are the details of work and estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

The University Grants Committee (UGC) submitted the report "Aspirations for the Higher Education System in Hong Kong" report (the report) to the Government in December 2010. Following the Government's announcement in November 2011 its endorsement of the overall strategies and directions recommended in the report, the UGC has set up a "Higher Education Review Follow-up Group" to coordinate the follow-up actions relevant to the UGC sector, including (i) measures to facilitate students' progression from the sub-degree sector to the degree sector; (ii) deepening of internationalisation and engagement with Mainland China; and (iii) the enhancement of teaching and learning, and research.

Progression Pathway

The report has recommended that pathways for student progression should be clear in order to facilitate students to make informed choices on their future. The Administration agrees in principle that a vertical Credits Accumulation and Transfer System (CATS) should be developed for the whole post-secondary system and the UGC is conducting research on CATS in other jurisdictions and the developments in Hong Kong, with a view to formulating suggestions on how CATS should be developed in Hong Kong for the entire post-secondary sector. The study is expected to be completed in mid-2012 at the cost of around \$450,000.

To enhance transparency of the institutions in admitting sub-degree students to senior year places, the UGC Secretariat will work with the institutions to launch a centralised, user-friendly information portal for the disclosure of comprehensive and relevant information on publicly-funded senior year articulation opportunities. Meanwhile, institutions will be encouraged to update the information provided in their admission websites to enhance transparency for sub-degree graduates who seek articulation to senior year places. The expenditure on the establishment of a centralised information portal will be worked out.

Internationalisation and Engagement with Mainland China

The report offers ten recommendations on internationalisation. The UGC is taking stock of the current efforts and future plans of the institutions, based on which the UGC may develop appropriate strategies for the entire UGC sector to reap collective benefits. The UGC will actively engage institutions in the development of appropriate strategies. We hope that through constructive dialogue with institutions, we will be able to arrive at strategies supported by the institutions in the coming few months, and to identify areas where the UGC may provide further assistance to the institutions. The financial implications and

implementation timetable of the relevant initiatives will be worked out on the basis of the outcomes of such dialogues.

Teaching and Language Enhancement

Apart from about 75% of the existing recurrent grant to institutions that is intended to support teaching (the total recurrent grants to institutions amount to \$42,209 million in the 2012/13 to 2014/15 triennium), the UGC will allocate other grants for specific purposes in the triennium to enhance teaching and learning, including: (i) \$37.6 million per annum as Teaching Development Grants and an additional \$5 million per annum for professional development activities; (ii) \$7 million to support institutions' collaborative projects for enhancing teaching and learning; and (iii) a new fund of \$16 million for institutions to establish communities of practice to promote sector-wide collaboration on teaching and learning issues.

The UGC will also organise in 2012 the second round of the UGC Teaching Award to honour those who excel in teaching in the UGC sector. The financial implications of the 2012 UGC Teaching Award is estimated to be \$1.6 million, including \$1.5 million to be allocated as grants to three awardees and \$0.1 million to cover meeting and other administrative expenses.

Research

On research, the report recommended that "research funding and resources should be allocated increasingly on a competitive basis" and a "thorough review of the practical effectiveness of the periodic Research Assessment Exercise should be undertaken before it is held again". The first recommendation is being implemented through competitive allocation of an increasing proportion of the research postgraduate places, building on the foundation laid down in the 2009/10 to 2011/12 triennium, and through competitive allocation of the research portion of the Block Grant starting from the 2012/13 to 2014/15 triennium. On the second recommendation, the review on the Research Assessment Exercise has been completed, and as agreed with the institutions, the coming exercise will be conducted in 2014. Preparatory work, including deliberating on the estimated expenditure of the upcoming exercise, is underway.

The report also recommended reviewing self-financing institutions' access to competitive research funding periodically. In this respect, the Finance Committee has recently approved the Government's proposal to inject \$5 billion into the Research Endowment Fund, of which \$3 billion will support academic and research development in the self-financing degree sector. Implementation details will be worked out in consultation with relevant stakeholders.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB340**

Question Serial No.

3330

Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

- (a) In view of the New Academic Structure (NAS), what is the shortfall of student hostel places in the eight institutions funded by the University Grants Committee (UGC)?
- (b) According the UGC, it will work closely with institutions and relevant government departments to implement the capital works projects necessary for the NAS and for the provision of more student hostels in 2012-13. What are the details and estimated expenditure?

Asked by: Hon. CHAN TanyaReply:

- (a) There are currently some 28 600 publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions, including some 5 000 places under construction. In the 2011/12 academic year, the additional requirements for hostel places above the existing level of supply is at 2 883 based on the prevailing enrolment rate of non-local students by the institutions. With the implementation of new academic structure, the increase in first-year-first-degree places by 380 and the increase in senior year places by 4 000 and the progressive increase in the ratio of non-local students during the 2012/13 to 2014/15 triennium, we anticipate that the indicative additional requirements above the existing level of supply will further increase to around 13 600 by the 2014/15 academic year. Breakdown figures are tabulated below –

Institution	Additional requirements for hostel places above the 2011/12 level of supply	
	Actual requirements in 2011/12 (based on the prevailing enrolment rate of non-local students by institutions)	Indicative additional requirements for hostel places by 2014/15 (to enable institutions to fully utilise the 20% non-local student quota)
CityU	797	2 988
HKBU	544	1 478
LU	-	-
CUHK	107	2 466
HKIEd	-	-
PolyU	100	2 735
HKUST	669	1 577
HKU	666	2 360
Total	2 883	13 604

- (b) In 2012-13, we will continue to work closely with the University Grants Committee (UGC)-funded institutions and relevant government departments to implement the following eight capital works projects necessary for the implementation of the new academic structure for senior secondary education and higher education:

Project Code	Project Title	Institution¹	Space to be provided (in net operational floor area) (m²)	Approved Project Estimate (\$ million)	Latest Estimated Project Completion Date
8024EJ	Academic and administration building	CityU	20 500	888.5	Jul 12/ Sep 12*
8020EH	Baptist University Road Campus development ²	HKBU	19 715	945.1	Sep 12
8049EF	Student amenity centre	CUHK	4 120	206.5	Sep 12
8050EF	Extension to the existing University Library at Central Campus	CUHK	6 170	251.7	Apr 12
8051EF	An integrated teaching building	CUHK	4 300	176.0	Jun 12
8026EK	Phase 8 development	PolyU	25 600	1,337.4	Mar 13
8010EL	New academic building	HKUST	12 460	668.5	Jul 12
8054EG	Centennial Campus, phase 1	HKU	22 750	1,099.8	Mar 12
Total			115 615	5,573.5	

* Teaching facilities will be completed in July 2012.

The UGC will also monitor the progress of the following four projects which will provide 4 751 hostel places:

Project Code	Project Title	Institution¹	Number of Hostel Places Under Construction	Approved Project Estimate (\$ million)
8053EF	1500-place student hostel	CUHK	600*	466.4
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	HKU	1 800	643.6
8028EK	Student hostel, phase 3	PolyU	1 650	522.1
8013EL	701-place student residences	HKUST	701	201.3
Total			4 751	1,833.4

* It includes 33 privately-funded hostel places but excludes 900 places (including 48 privately-funded hostel places) completed in August 2011.

In addition to the above projects, the UGC is working closely with the Administration and institutions to meet the additional requirements for hostel places. It is anticipated that a total of some 3 820 publicly-funded hostel places will be provided by six hostel projects under planning. These projects include one joint hostel project in Tsuen Kwan O, and five other hostel projects in Ma Liu Shui/Tai Po, Ma On Shan and Sai Ying Pun. In addition, it is estimated that some 5 000 additional hostel places can be provided by institutions within or in the vicinity of the campus. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to identify other new sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Notes:

- 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 project consists of phase 1 to provide additional space of some 8 268 m² in net operational floor area to support the implementation of the new academic structure and phase 2 to provide some 11 447 m² in net operational floor area for meeting the existing space shortfall. Their shares of the approved project estimate are \$425.5 million and \$519.6 million in money-of-the-day prices respectively.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 7 March 2012

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

EDB341

Question Serial No.

3331

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:

According to the University Grants Committee (UGC), it will work with the UGC-funded institutions to help ensure their continuing good financial governance and sound financial planning in the 2012/13 academic year. What are the details and estimated expenditure?

Asked by: Hon. CHAN Tanya

Reply:

The UGC has established the Financial Affairs Working Group (FAWG) to work with institutions to help ensure their continuing good financial governance, having due regard to the principle of institutional autonomy. The FAWG will work with each of the eight UGC-funded institutions to understand their finances, seek information and clarifications where necessary, and arrange meetings with their senior management. There is no additional expenditure at this stage as the work involved is absorbed by the existing manpower resources of the UGC Secretariat.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 2 March 2012

**CONTROLLING OFFICER'S REPLY TO
INITIAL WRITTEN QUESTION****EDB342**

Question Serial No.

3460Head: 190 University Grants Committee Subhead (No. & title):Programme: University Grants CommitteeControlling Officer: Secretary-General, University Grants CommitteeDirector of Bureau: Secretary for EducationQuestion:

What measures and action will the Government take to increase the provision of hostel places and amenities for universities, with a view to overcoming the shortfall of hostel places and amenities? What is the estimated expenditure involved?

Asked by: Hon. CHAN TanyaReply:

Currently, there are four publicly-funded student hostel projects under construction to provide 4 751 hostel places to alleviate the shortfall of hostel places as follows:

Project Code	Project Title	Institution	Number of Hostel Places Under Construction	Approved Project Estimate (\$ million)
8053EF	1500-place student hostel	CUHK	600*	466.4
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	HKU	1 800	643.6
8028EK	Student hostel, phase 3	PolyU	1 650	522.1
8013EL	701-place student residences	HKUST	701	201.3
Total			4 751	1,833.4

* It includes 33 privately-funded hostel places but excludes 900 places (including 48 privately-funded hostel places) completed in August 2011.

The Chinese University of Hong Kong is also carrying out two privately-funded hostel projects to provide 900 hostel places.

The UGC is working closely with the Administration and institutions to meet the additional requirements for hostel places. It is anticipated that a total of some 3 820 publicly-funded hostel places will be provided by six hostel projects under planning. These projects include one joint hostel project in Tsuen Kwan O, and five other hostel projects in Ma Liu Shui/Tai Po, Ma On Shan and Sai Ying Pun. In addition, it is estimated that some 5 000 additional hostel places can be provided by institutions within or in the vicinity of the campus. The UGC has urged institutions with available sites to start planning for student hostel projects to meet their additional requirements. Meanwhile, the UGC will continue to work with the Administration and the institutions to identify other new sites and to seek the necessary funding support for new hostel projects through the established mechanism.

As for amenity facilities, there are nine capital works projects under construction to provide, among other types of facilities, 16 886 m² in net operational floor area (NOFA) of indoor sports facilities and staff/student amenities to meet the requirements of individual institutions, as follows:

Project Code	Project Title	Institution	Space to be provided (in NOFA) (m²)	Approved Project Estimate (\$ million)	Indoor sports facilities & amenities to be provided (in NOFA) (m²)
8024EJ	Academic and administration building	CityU	20 500	888.5	2 720
8020EH	Baptist University Road campus development	HKBU	19 715	945.1	1 988
8049EF	Student amenity centre	CUHK	4 120	206.5	3 567
8026EK	Phase 8 development	PolyU	25 600	1,337.4	3 000
8027EK	Innovation Tower	PolyU	12 180	621.5	1 000
8010EL	New academic building	HKUST	12 460	668.5	1 674
8012EL	Institute for Advanced Study	HKUST	4 580	187.2	493
8054EG	Centennial Campus, phase 1	HKU	22 750	1,099.8	1 310
8055EG	Centennial Campus, phase 2	HKU	19 380	937.4	1 116
Total			141 285	6,891.9	16 868

The UGC will continue to work with institutions on their capital works proposals to meet their space requirements including amenity facilities.

Abbreviations:

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

Signature: _____

Name in block letters: Richard T Armour

Post Title: Secretary-General, University Grants Committee

Date: 9 March 2012

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

EDB343

Question Serial No.

3461

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 allocating research funding on a more competitive basis, does the Administration have other ways to allocate research funding? What is the estimated expenditure on allocating research funding?

Asked by: Hon. CHAN Tanya

Reply:

Funding provided by the Government through the University Grants Committee (UGC) to institutions for research currently comprises three elements:

- (a) the Research portion (or about 25%) of the Block Grant from the UGC (at about \$2.9 billion in the 2012/13 academic year);
- (b) funding for research postgraduate places under the Teaching portion of the Block Grant (at about \$1.5 billion in the 2012/13 academic year); and
- (c) funding under various competitive research schemes by the Research Grants Council (RGC) (at about \$1.1 billion in the 2012/13 academic year).

While part of the Research portion of the Block Grant will be allocated on a more competitive basis with reference to success under the Research Grants Council, the allocation of the remainder of the Research portion of the Block Grant will continue to be informed by performance in the Research Assessment Exercise conducted in 2006. A new Research Assessment Exercise is planned for 2014 and it is anticipated that the result of that exercise will replace the 2006 exercise in funding decisions. As regards funding for research postgraduate places, currently almost all such places are allocated on a historical basis, and there is general agreement among institutions that the allocation of research postgraduate places should be placed on a more competitive basis. No separate expenditure will be incurred on allocating research funding in 2012/13, and the work involved forms part of the duties of existing Secretariat staff.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 9 March 2012

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

EDB344

Question Serial No.

3462

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 measures are taken by the Government to enhance the transparency of the University Grants Committee, Research Grants Committee and Quality Assurance Council? What is the estimated expenditure in this regard?

Asked by: Hon. CHAN Tanya

Reply:

The University Grants Committee (UGC) – and the Research Grants Council (RGC) and the Quality Assurance Council (QAC) under its aegis – attaches great importance to enhancing the transparency of its work and communication with its stakeholders. The UGC has a dedicated Communications Group to look into all matters concerning public relations and publicity, with the objective of fostering better understanding and communication between the UGC and the community in general, and stakeholders in particular.

A media briefing is held after each UGC meeting to keep the public informed of the latest decisions and deliberations of the Committee. All major reports published by the UGC (*e.g.* the report on its Higher Education Review in 2010 titled “*Aspirations for the Higher Education System in Hong Kong*”) are available on its website. The UGC also organises consultation forums for its stakeholders on specific topics (*e.g.* its Higher Education Review in 2010). It produces an Annual Report on its work, announces details of major initiatives through press briefings and press releases, and makes available speeches made by the Chairman and a wealth of relevant up-to-date information and statistics on its website.

Upon taking up the chairmanship in September 2011, the Chairman of UGC visited each of its eight funded institutions and met with their senior management to get to know more about the institutions and listen to their views on the work of the UGC and the development of higher education. The Chairman also has plans to meet with student representatives, members of the Senates/Academic Boards, as well as the Faculty Deans and Department Heads of the eight UGC-funded institutions in the coming year. The newly appointed Secretary-General is also undertaking visits to each of the institutions.

The RGC publishes an Annual Report on its work. The Chairman of the RGC convenes press conferences and the RGC issues press releases to announce new initiatives of the Council and the funding results of major research funding schemes. The Annual Reports and the outcomes of all research funding schemes are available on the RGC's website for public information. The RGC also organises public lectures and publishes regular “RGC Newsletters” and “Public Policy Digests” to share with the public findings of the research projects funded by the Council.

Each year the RGC visits a UGC-funded institution on a rotational basis to facilitate Council and subject panel members in gaining first-hand understanding of the institution's developments in research. The RGC also plans to meet with junior faculty members and postgraduate students to exchange views.

The QAC publishes and uploads onto its website the audit reports and progress reports on individual UGC-funded institutions. Publication of the reports meets public expectations that the institutions are accountable and the audit process is transparent. Other institutions and stakeholders in the post-secondary education sector may also make reference to the audit reports on individual UGC-funded institutions with a view to sharing and encouraging best practices and enhancing public understanding of the quality of educational provision in the UGC sector.

The above activities are part and parcel of the day-to-day work of the UGC, RGC and QAC, and hence the expenditure involved is absorbed by the overall operational expenses of the UGC Secretariat.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 9 March 2012

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

Reply Serial No.

EDB345

Question Serial No.

3380

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 numbers of sub-degree graduates in Hong Kong in each of the past three years.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The number of graduates of UGC-funded sub-degree programmes from 2008/09 to 2010/11 are set out as follows –

Academic year	Number of graduates of UGC-funded sub-degree programmes
2008/09	3 381
2009/10	3 182
2010/11	3 339

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

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

EDB346

Question Serial No.

3381

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 number of publicly-funded senior year undergraduate places in UGC-funded institutions will gradually increase from 3974 in 2011-12 to 8000 in 2015-16. Please inform us of the percentages of places allocated to various types of courses. How many places are there for each institution? UGC-funded institutions have allocated the places to various courses. What are the details?

Asked by: Hon. CHEUNG Kwok-che

Reply:

The numbers of University Grants Committee (UGC)-funded senior year undergraduate places, and the corresponding percentages, by institution and academic discipline for the 2012/13 to 2014/15 triennium are set out at Annex. The allocation of senior year places for 2015/16 is not shown in the reply as this falls beyond the academic planning exercise for the 2012/13 to 2014/15 triennium.

Signature: _____

Name in block letters: _____ Richard T Armour

Post Title: _____ Secretary-General, University Grants Committee

Date: _____ 29 February 2012

**Approved Senior Year Undergraduate Places (in full-time equivalent term)
of UGC-funded Programmes, 2012/13 to 2014/15 Academic Years**

Institution	Programme/Discipline	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CityU	Bachelor of Arts	124 (15.6%)	149 (21.8%)	185 (20.0%)	124 (15.6%)	269 (20.6%)	185 (20.0%)
	Bachelor of Arts/Bachelor of Science	72 (9.1%)	-	72 (7.8%)	72 (9.1%)	90 (6.9%)	72 (7.8%)
	Bachelor of Business Administration	286 (36.0%)	286 (41.8%)	286 (30.9%)	286 (36.0%)	347 (26.5%)	286 (30.9%)
	Bachelor of Engineering	51 (6.4%)	31 (4.5%)	64 (6.9%)	51 (6.4%)	167 (12.8%)	64 (6.9%)
	Bachelor of Science	78 (9.8%)	62 (9.1%)	87 (9.4%)	78 (9.8%)	115 (8.8%)	87 (9.4%)
	Bachelor of Social Sciences	184 (23.1%)	156 (22.8%)	233 (25.1%)	184 (23.1%)	321 (24.5%)	233 (25.1%)
	Sub-total	795 (100.0%)	684 (100.0%)	927 (100.0%)	795 (100.0%)	1 309 (100.0%)	927 (100.0%)
HKBU	Bachelor of Arts	76 (32.6%)	59 (33.1%)	92 (31.9%)	76 (32.6%)	126 (31.7%)	92 (31.9%)
	Bachelor of Business Administration	58 (24.9%)	42 (23.6%)	74 (25.7%)	58 (24.9%)	106 (26.6%)	74 (25.7%)
	Bachelor of Science	38 (16.3%)	31 (17.4%)	45 (15.6%)	38 (16.3%)	59 (14.8%)	45 (15.6%)
	Bachelor of Social Sciences (including Bachelor of Social Work)	61 (26.2%)	46 (25.8%)	77 (26.7%)	61 (26.2%)	107 (26.9%)	77 (26.7%)
	Sub-total	233 (100.0%)	178 (100.0%)	288 (100.0%)	233 (100.0%)	398 (100.0%)	288 (100.0%)
LU	Bachelor of Arts	52 (41.9%)	52 (41.9%)	52 (41.9%)	52 (41.9%)	52 (41.9%)	52 (41.9%)
	Bachelor of Business Administration	44 (35.5%)	44 (35.5%)	44 (35.5%)	44 (35.5%)	44 (35.5%)	44 (35.5%)
	Bachelor of Social Sciences	28 (22.6%)	28 (22.6%)	28 (22.6%)	28 (22.6%)	28 (22.6%)	28 (22.6%)
	Sub-total	124 (100.0%)	124 (100.0%)	124 (100.0%)	124 (100.0%)	124 (100.0%)	124 (100.0%)

Institution	Programme/Discipline	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
CUHK	Bachelor of Arts	34 (14.5%)	34 (21.9%)	65 (20.6%)	34 (14.5%)	73 (19.0%)	65 (20.6%)
	Bachelor of Business Administration	10 (4.3%)	10 (6.5%)	10 (3.2%)	10 (4.3%)	10 (2.6%)	10 (3.2%)
	Bachelor of Engineering	30 (12.8%)	30 (19.4%)	30 (9.5%)	30 (12.8%)	32 (8.3%)	30 (9.5%)
	Bachelor of Nursing	60 (25.5%)	60 (38.7%)	60 (19.0%)	60 (25.5%)	60 (15.6%)	60 (19.0%)
	Bachelor of Science (including Bachelor of Health Science)	65 (27.7%)	15 (9.7%)	105 (33.3%)	65 (27.7%)	151 (39.2%)	105 (33.3%)
	Bachelor of Social Sciences	36 (15.3%)	6 (3.9%)	45 (14.3%)	36 (15.3%)	59 (15.3%)	45 (14.3%)
	Sub-total	235 (100.0%)	155 (100.0%)	315 (100.0%)	235 (100.0%)	385 (100.0%)	315 (100.0%)
HKIED	Bachelor of Arts	13 (65.0%)	-	27 (65.9%)	13 (65.0%)	34 (42.5%)	27 (65.9%)
	Bachelor of Social Sciences	7 (35.0%)	-	14 (34.1%)	7 (35.0%)	46 (57.5%)	14 (34.1%)
	Sub-total	20 (100.0%)	-	41 (100.0%)	20 (100.0%)	80 (100.0%)	41 (100.0%)
PolyU	Bachelor of Arts	299 (37.1%)	226 (32.6%)	336 (35.9%)	299 (37.1%)	216 (16.4%)	336 (35.9%)
	Bachelor of Arts/Bachelor of Science	-	-	-	-	365 (27.7%)	-
	Bachelor of Business Administration	54 (6.7%)	48 (6.9%)	62 (6.6%)	54 (6.7%)	-	62 (6.6%)
	Bachelor of Business Administration/Bachelor of Science	93 (11.6%)	85 (12.2%)	103 (11.0%)	93 (11.6%)	241 (18.3%)	103 (11.0%)
	Bachelor of Engineering	100 (12.4%)	93 (13.4%)	151 (16.1%)	100 (12.4%)	40 (3.0%)	151 (16.1%)
	Bachelor of Engineering/Bachelor of Science	-	-	-	-	235 (17.8%)	-
	Bachelor of Science	259 (32.2%)	242 (34.9%)	285 (30.4%)	259 (32.2%)	222 (16.8%)	285 (30.4%)
	Sub-total	805 (100.0%)	694 (100.0%)	937 (100.0%)	805 (100.0%)	1 319 (100.0%)	937 (100.0%)
HKUST	Bachelor of Business Administration	15 (15.0%)	-	15 (15.0%)	15 (15.0%)	15 (15.0%)	15 (15.0%)
	Bachelor of Engineering	65 (65.0%)	57 (100.0%)	65 (65.0%)	65 (65.0%)	65 (65.0%)	65 (65.0%)
	Bachelor of Science	20 (20.0%)	-	20 (20.0%)	20 (20.0%)	20 (20.0%)	20 (20.0%)
	Sub-total	100 (100.0%)	57 (100.0%)	100 (100.0%)	100 (100.0%)	100 (100.0%)	100 (100.0%)

Institution	Programme/Discipline	2012/13		2013/14		2014/15	
		Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year	Penultimate Year (Intake)	Final Year
HKU	Bachelor of Arts	35 (20.0%)	27 (28.4%)	50 (19.6%)	35 (20.0%)	50 (17.5%)	50 (19.6%)
	Bachelor of Business Administration	-	-	-	-	30 (10.5%)	-
	Bachelor of Engineering	20 (11.4%)	-	30 (11.8%)	20 (11.4%)	30 (10.5%)	30 (11.8%)
	Bachelor of Nursing	25 (14.3%)	-	25 (9.8%)	25 (14.3%)	25 (8.8%)	25 (9.8%)
	Bachelor of Science	65 (37.1%)	48 (50.5%)	110 (43.1%)	65 (37.1%)	110 (38.6%)	110 (43.1%)
	Bachelor of Social Sciences	30 (17.1%)	20 (21.1%)	40 (15.7%)	30 (17.1%)	40 (14.0%)	40 (15.7%)
	Sub-total	175 (100.0%)	95 (100.0%)	255 (100.0%)	175 (100.0%)	285 (100.0%)	255 (100.0%)
Total		2 487	1 987	2 987	2 487	4 000	2 987

Abbreviations:

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