

(Translation)

**Motion on
“Properly dealing with problems arising from cross-boundary students”
moved by Hon TAM Yiu-chung
at the Council meeting of 26 March 2014**

**Motion as amended by Hon IP Kin-yuen, Hon James TIEN,
Hon Michael TIEN and Hon TANG Ka-piu**

That, given the continuously increasing number of cross-boundary students in recent years, the Administration has nonetheless made poor planning, and has never grasped the basic data on cross-boundary students (such as the ratio of ‘singly non-permanent resident students’ to ‘doubly non-permanent resident students’) and properly formulated any long-, medium- and short-term forecasts based on existing data, thus giving rise to quite a number of problems; a large number of cross-boundary students travelling to the districts near various immigration control points for attending school lead to keen competition for school places in New Territories districts, thereby affecting local students’ opportunities for admission to school in the vicinity of their residence and increasing the pressure on various land immigration control points; furthermore, cross-boundary students need to shuttle between two places and leave early and return late on school days, rendering them physically and mentally exhausted and posing danger to their personal safety, and long coach journeys also affect their studies in school; in this connection, this Council urges the Government to:

- (1) immediately set up an inter-departmental task force, which comprises representatives from the Education Bureau, the Social Welfare Department, the Immigration Department and the Transport and Housing Bureau, etc., to study the problems arising from cross-boundary students, including the demand for and supply of kindergarten places as well as primary and secondary school places in Hong Kong, and the impacts of cross-boundary students on education, transport, healthcare, social welfare, housing and the development of manpower resources in Hong Kong, so as to formulate more effective and comprehensive support strategies;
- (2) in dealing with the education problems arising from cross-boundary students, firmly uphold the principles of ‘simultaneously meeting the education needs of both local and cross-boundary students’ and ‘admission to school in the vicinity of residence’; having regard to cross-boundary students’ demand for school places, expeditiously make good planning for kindergarten places as well as primary and secondary

school places in various districts, and consult various stakeholders as early as possible, so as to avoid the dissatisfaction of schools and parents arising from inappropriate school place planning; and while increasing the number of places in the school net exclusively for cross-boundary primary students, also ensure local students' opportunities for admission to school in the vicinity of their residence, so as to avoid affecting local students' opportunities for attending school; at the same time, ensure that cross-boundary students can attend schools within reasonable coach journey distances;

- (3) alleviate the additional burden on schools arising from the need to cope with cross-boundary students, and provide schools with appropriate assistance and resources, such as offering a recurrent grant for admission of additional number of cross-boundary students and a one-off grant for the additional ancillary services arranged for cross-boundary students, so as to ensure that the existing quality of education will not be significantly affected, and that schools will have sufficient resources to meet the education needs of cross-boundary students;
- (4) having regard to the actual situation of families with Hong Kong-citizen children living in the Mainland, pursue with Mainland authorities the opportunities for providing compulsory education to Hong Kong-citizen children, specifically the conduct of studies in conjunction with Mainland authorities under the educational co-operation framework between two places on establishing Hong Kong-style schools in Shenzhen and setting up more schools and classes exclusively for Hong Kong-citizen children, so as to alleviate the education demand of Hong Kong-citizen children in Hong Kong;
- (5) commence collation and evaluation of data and information in a systematic and continuous manner, including the population characteristics of families with cross-boundary students and the intentions of cross-boundary students to study and work in Hong Kong in the future, so as to make more comprehensive and accurate planning for manpower resources;
- (6) allocate additional resources to social welfare organizations to enhance the services and support for cross-boundary students and their families, especially cross-boundary students with special education needs, and increase the opportunities for cross-boundary students to participate in and experience community activities in Hong Kong;

- (7) perfect the immigration arrangements and transportation support for cross-boundary students, including reviewing the quotas of Closed Area Permits for cross-boundary students and cross-boundary school coaches based on actual demand, and permitting more cross-boundary students to undergo on-board clearance, so that they can cross the boundary safely for attending school;
- (8) conduct a study on enacting legislation to regulate private hostels for cross-boundary students, so as to ensure the safety of cross-boundary students in Hong Kong; and
- (9) conduct publicity among the public to disseminate a positive message on accepting cross-boundary students, enabling cross-boundary students to be free from discrimination, grow up healthily and happily, and develop a sense of belonging to Hong Kong; and
- (10) introduce concessionary measures to attract more Hong Kong teachers to teach in the Mainland, so as to assist Hong Kong-citizen children living in the Mainland in familiarizing themselves with the teaching mode adopted in Hong Kong, making parents let their Hong Kong-citizen children stay in the Mainland for attending schools without any worry, thereby alleviating the problems of cross-boundary students; this can also alleviate the problem of surplus teachers in Hong Kong and provide Hong Kong teachers with opportunities to acquire teaching experience in the Mainland; the proposed concessionary measures should include allowing Hong Kong teachers with provident fund accounts to keep their accounts during their periods of teaching in the Mainland, providing special living and transport allowances, and encouraging schools in Hong Kong to give priority consideration to recruit teachers who had been teaching in the Mainland for certain years, etc.; and
- (11) conduct studies in conjunction with Mainland authorities on establishing schools subsidized by Hong Kong Government in Shenzhen to provide Hong Kong-citizen children with free education, and the schools concerned must operate in accordance with the requirements of the Education Bureau of Hong Kong, recruit qualified Hong Kong teachers and adopt Hong Kong's teaching modes and curriculum, thus facilitating these children to come to Hong Kong to sit for public examinations and pursue further education in the future;
- (12) conduct a longitudinal study on the social life and psychological development of cross-boundary students;

- (13) increase the number of places in the school net exclusively for districts with the largest number of cross-boundary primary students such as Tai Po and the North District, etc., so as to alleviate the pressure faced by parents when applying for school admission for local students;
- (14) allocate additional resources to non-governmental organizations for cultivating cross-boundary students' social skills and positive psychology; and
- (15) provide school coach fee subsidy to families with cross-boundary students having financial difficulties.