

**Replies to supplementary questions raised by Finance Committee Members in
examining the Estimates of Expenditure 2016-17**

**Director of Bureau: Secretary for Education
Session No. : 18**

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Reply Serial No.	Question Serial No.	Name of Member	Head	Programme
<u>SV-EDB01</u>	SV0016	Kenneth CHAN Ka-lok	156	
<u>SV-EDB02</u>	SV0018	Dennis KWOK	156	Primary Education Secondary Education
<u>SV-EDB03</u>	SV0017	Helena WONG Pik-wan	156	Other Educational Services and Subsidies
<u>S-EDB04</u>	S0044	WONG Kwok-hing	156	Other Educational Services and Subsidies
<u>S-EDB05</u>	S0045	WONG Kwok-hing	156	Policy and Support
<u>S-EDB06</u>	S0046	WONG Kwok-hing	156	Secondary Education
<u>S-EDB07</u>	S0047	WONG Kwok-hing	156	Primary Education Secondary Education
<u>S-EDB08</u>	S0074	MA Fung-kwok	156	Primary Education Secondary Education Policy and Support
<u>S-EDB09</u>	S0063	CHAN Chi-chuen	156	Director of Bureau's Office
<u>S-EDB10</u>	S0079	Kenneth CHAN Ka-lok	156	
UGC				
<u>S-EDB11</u>	S0050	NG Leung-sing	190	University Grants Committee

CONTROLLING OFFICER'S REPLY

SV-EDB01

(Question Serial No. SV0016)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (-) Not Specified
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education

Question:

The Secretary for Education mentioned at the Education session of the Special Meeting of the Legislative Council's Finance Committee that Secondary School Graduates proceeding to overseas studies considered a number of matters, including the international standard of the subjects taught at overseas institutions. In this connection, please provide this Committee with the data regarding the degree of internationalisation of Mainland institutions as compared with the Hong Kong institutions (if available).

(Meeting Discussion Time: 9:36 am on 8 April 2016)

Asked by: Dr Hon Kenneth CHAN Ka-lok

Reply:

The Government does not maintain statistics comparing the internationalisation of the institutions in the Mainland and Hong Kong. Indeed, we are not aware of any standard definition for internationalisation among different places or any standard yardstick for measuring the degree of internationalisation of different institutions.

That said, according to our understanding, both the Mainland authorities and institutions attach importance to promoting internationalisation of the higher education sector in the Mainland. Majority of the Mainland institutions have set clear strategy and established the required structure and system to promote internationalisation. Besides, different kinds of scholarships are offered by the Mainland authorities and individual institutions to encourage international students to pursue studies in the Mainland. In 2015, there are about 398 000 international students from more than 200 countries and regions studying in over 800 higher education institutions, research institutes and other educational organisations in the Mainland, representing an increase of 5.5% over the number of international students in 2014.

- End -

CONTROLLING OFFICER'S REPLY

SV-EDB02

(Question Serial No. SV0018)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

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

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

- 1) Pursuant to reply nos. EDB150 and EDB152, please provide further information to this Committee on the profile of students with SEN in mainstream primary and secondary schools in the territory by the severity of their conditions (i.e. Tier-1, Tier-2 and Tier-3).
- 2) Based on the data, the number of students with SEN has increased by 124% between 2008 and 2016 while the EDB's expenditure on integrated education has only been increased by 21%. Please explain the reasons for such a big shortfall and the measures taken by the EDB to address the rise in the number of students with SEN.

(Meeting Discussion Time: 10:16 am on 8 April 2016)

Asked by: Hon Dennis KWOK

Reply:

(1)

All schools are requested to adopt the Whole School Approach to support students with special educational needs (SEN) through a 3-Tier Intervention Model, taking into account their support needs. Tier-1 support refers to helping students with mild or transient learning difficulties through the use of basic resources and quality teaching in regular classrooms. Tier-2 support refers to "add on" intervention, such as small group learning and pull-out programmes, etc., for students with persistent learning difficulties. Tier-3 support refers to intensive individualised support for students with severe learning difficulties under which schools are required to draw up an individual education plan (IEP) for each of these students. Irrespective of the tier of support required by the students with SEN and whether the student may require an IEP, schools are required to record the support and adaptations offered to the students as well as their progress for regular review to facilitate adjustment, where appropriate, of the level of support required. As such, the level of support of students with SEN may be adjusted upward or downward, and the need for providing an IEP may change, from time to time according to the performance and prevailing support needs of the students. Of the additional resources provided for public sector schools having students with SEN, the Learning Support Grant (LSG) is calculated according to the number of students with SEN requiring tier-2 or tier-3 support. Based on the LSG data, the distribution of public sector mainstream primary and secondary schools eligible for LSG by range of number of students with SEN requiring tier-2 and tier-3 support is set out in Appendix 1 and Appendix 2 respectively.

(2)

To help schools cater for students with SEN, the Education Bureau (EDB) has been providing public sector primary and secondary schools with additional resources on top of the regular subvention for all mainstream schools. Additional resources include LSG, Enhanced Speech Therapy Grant (ESTG), additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Some of these resources, such as the LSG, is calculated on the basis of the number of students with SEN and the tier of support the students require.

Other support services, such as professional support and teacher training, are provided to schools as a whole to help them cater for their students with SEN. In fact, the estimated additional expenditures on support and services provided for public sector primary and secondary schools in catering for students with SEN in the 2015/16 school year is \$1,315 million which represents an increase by around 53% as compared to the expenditure of \$859 million in the 2008/09 school year. Schools should pool and deploy their resources flexibly and holistically to render appropriate support services to students with SEN based on their needs.

Apart from the above additional support, students with SEN also benefit from the various enhancement measures since 2008 as set out below.

- a) Introducing the teacher professional development framework on IE to enhance teachers' professional capacity in catering for students with SEN from the 2007/08 school year.
- b) Providing the LSG for secondary schools to support students with SEN from the 2008/09 school year and raising the ceiling of the LSG provided for each primary and secondary schools to \$1 million.
- c) Extending of the provision of School-based Educational Psychology Service (SBEPS) from the 2008/09 school year with the target of covering all public sector primary and secondary schools by the 2016/17 school year.
- d) Regularizing the Special Schools cum Resource Centres and Resource Schools on Whole School Approach from the 2009/10 school year.
- e) Regularizing the ESTG from the 2009/10 school year.
- f) Providing students with hearing impairment with two hearing aids if necessary from the 2010/11 school year and shortening the replacement period for hearing aids from 5 years to 3 years from the 2014/15 school year; improving the Enhanced Support Service for Hearing Impaired Students Attending Ordinary Schools from the 2012/13 school year.
- g) Launching a 5-year project on the Tiered Intervention Model on the Teaching of Chinese Language in Primary Schools from the 2011/12 school year to support students with specific learning difficulties in reading and writing.
- h) Launching the Pilot Project on Enhancement of Support Services for Students with Autism Spectrum Disorders from the 2011/12 to 2013/14 school years, and extending the project from the 2014/15 to 2016/17 school years.
- i) Publishing the Development of Executive Skills Resource Package in the 2009/10 school year and the Coaching Programme on Executive Skills to support students with Attention Deficit/Hyperactivity Disorder in the 2013/14 school year.
- j) Raising the ceiling of the LSG from \$1 million to \$1.5 million for each school per annum from the 2013/14 school year.
- k) Increasing the grant rates of the LSG by 30% in the 2014/15 school year.
- l) Adjusting the grant rates and ceiling of the LSG annually according to the changes in the Composite Consumer Price Index from the 2015/16 school year.
- m) Setting up Special Schools cum Resource Centres (School for Social Development) in the 2015/16 school year to provide support for their leavers in their first year of returning to mainstream schools and for the mainstream schools concerned to facilitate the smooth integration of these students into the school life.

Besides, EDB will further enhance the SBEPS by progressively improving the ratio of educational psychologist to school to 1:4 for public sector primary and secondary schools with a large number of students with SEN from the 2016/17 school year. We will keep in view the implementation of integrated education and continue to seek views from different stakeholders on an on-going basis with a view to ameliorating the implementation of various measures and making improvements where necessary and feasible.

Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG) by range of number of students with Special Educational Needs (SEN) requiring tier-2 support in the 2015/16 school year

Range of students with SEN requiring tier-2 support	No. of schools	
	Primary	Secondary
0	0	2
1-10	15	81
11-20	26	72
21-30	35	49
31-40	55	27
41-50	63	22
51-60	51	25
61-70	33	21
71-80	19	25
81-90	7	17
91-100	4	13
More than 100	2	28

Notes:

1. The figures denote position as at January 2016.
2. The data include students requiring tier-2 support in the 310 primary schools and 382 secondary schools eligible for LSG in the 2015/16 school year.

Distribution of public sector mainstream primary and secondary schools eligible for the Learning Support Grant (LSG) by range of number of students with Special Educational Needs (SEN) requiring tier-3 support in the 2015/16 school year

Range of students with SEN requiring tier-3 support	No. of schools	
	Primary	Secondary
0	42	77
1-5	253	294
6-10	10	6
11-15	1	3
16-20	1	0
More than 20	3	2

Notes:

1. The figures denote position as at January 2016.
2. The data include students requiring tier-3 support in the 310 primary schools and 382 secondary schools eligible for LSG in the 2015/16 school year.

- End -

CONTROLLING OFFICER'S REPLY

SV-EDB03

(Question Serial No. SV0017)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

Regarding the reply given by the Education Bureau in Reply Serial No. EDB166, please provide this Committee of the names of the schools which participated in Mainland exchange programmes arranged or commissioned by the Education Bureau from 2013/14 to 2015/16.

(Meeting Discussion Time: 10:12 am on 8 April 2016)

Asked by: Dr Hon Helena WONG Pik-wan

Reply:

Since Mainland exchange programmes (MEPs) conducted by the Education Bureau (EDB) are provided mainly through commissioned programmes and subsidy schemes for school-based activities, schools may enroll in or organise different number and scale of Mainland exchange activities according to their own schedules and needs of students. EDB does not have a readily available list of schools having participated in various MEPs because for a majority of EDB-commissioned MEPs, schools enroll in the programmes offered by the service providers direct. At the system level, EDB no longer requires individual schools to submit information regarding their participation in MEPs since October 2012 due to public concern about such requirement. Given the recognised positive feedback on EDB's policy objective to encourage more students to join Mainland exchange activities, EDB will continue to step up the provision of MEPs to meet the learning and developmental needs of students. Based on payment record, schools joined MEPs for about 930 and 1 310 times in the 2013/14 and 2014/15 school years respectively. The figure for the 2015/16 school year will be available by the end of the school year.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB04

(Question Serial No. S0044)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (5) Other Educational Services and Subsidies
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

In relation to the Reply Serial No. EDB030 concerning the enhancement of information technology (IT) infrastructure in schools, will the Administration disburse another one-off grant to schools for the enhancement of IT infrastructure and set a standard for IT equipment in schools, e.g. every student in schools using e-textbooks should be provided with a mobile computing device?

Asked by: Hon WONG Kwok-hing

Reply:

Under the Fourth Strategy on Information Technology in Education (ITE4), we have been providing one-off grant of \$100,000 and extra recurrent grant of \$70,000 per school on average for some 900 public sector schools by phases from 2015/16 school year for acquisition of mobile computing devices and subscription of WiFi services respectively. In addition, we have been providing all public sector schools with an annual recurrent Composite Information Technology Grant at amounts ranging from \$189,686 to \$652,397, depending on the school type and the number of classes to meet the diversified needs of schools on e-learning. With the above provision and as the ITE4 has only been launched in the current school year, we have no plan at this stage to further enhance the funding support for schools, while we will monitor the progress of implementation on an on-going basis.

According to the principle of school-based management, schools are at liberty to determine their pace and mode in the practice of e-learning in consultation with stakeholders to suit their own school circumstances.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB05

(Question Serial No. S0045)

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Pursuant to Reply Serial No. EDB034, will the Administration increase the number of subsidised student places and self-financing undergraduate programmes under the initiative to subsidise students to pursue self-financing undergraduate programmes in designated professions? Also, will the Administration consider launching relevant subsidy scheme for higher diploma and associate degree programmes offered by self-financing institutions?

Asked by: Hon WONG Kwok-hing

Reply:

Starting from the 2015/16 academic year, the Government has launched the Study Subsidy Scheme for Designated Professions/ Sectors (SSSDP) to subsidise about 1 000 students per cohort to pursue designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines to nurture talents to meet Hong Kong's social and economic needs. SSSDP is implemented on a pilot basis for three cohorts of students admitted from the 2015/16 to 2017/18 academic years.

We are reviewing the effectiveness of SSSDP by obtaining feedback from the first cohort of students admitted in the 2015/16 academic year, the participating institutions, other self-financing post-secondary education institutions, the Committee on Self-financing Post-secondary Education as well as the relevant bureaux/departments, in order to further improve the operation of SSSDP and consider the way forward (including whether to extend the Scheme, its scope and number of subsidised places per cohort, etc.).

- End -

CONTROLLING OFFICER'S REPLY

S-EDB06

(Question Serial No. S0046)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

According to Reply Serial No. EDB240, will the Government provide further information on:

- (1) the changes, if any, on the provision and duties of the laboratory technicians as well as the practical periods; if yes, what is the difference between the old version and the new version; and the influence brought by the changes;
- (2) whether the Administration will make any arrangements to adjust the provision as it claims that the arrangements for freezing the provision of the laboratory technicians to schools will be extended to 31 August 2017, in a bid to provide a stable working environment to the laboratory technicians so that they will not need to worry about any possible manpower reduction each year?

Asked by: Hon WONG Kwok-hing

Reply:

- (1) Building on the previous consultation meetings, the Bureau will continue to communicate with the stakeholders on the updated duties and updated calculation for the provision of laboratory technicians in secondary schools. In this connection, the additional information required is not yet available.
- (2) It is expected that the updated duties of laboratory technician and the updated calculation for the provision of laboratory technicians will be announced in the coming school year. In updating the provision of laboratory technicians, apart from adopting the principle of appropriate use of public resources, the Bureau has been considering the maintenance of stability of the Laboratory Technician Grade and the provision of suitable manpower of laboratory technicians to support the development of science education.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB07

(Question Serial No. S0047)

Head: (156) Government Secretariat: Education Bureau
Subhead (No. & title): (-) Not Specified
Programme: (2) Primary Education, (3) Secondary Education
Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)
Director of Bureau: Secretary for Education
Question:

With reference to Reply Serial No.EDB029, will the Government provide further information on the following:

(a) The recent incidents of student suicide have reflected that there is a need for the community to attach greater importance to the mental health of students. Will the Administration consider increasing the ratio of educational psychologist to school so that ultimately each school will be served by 1 educational psychologist?

(b) What measures will the Administration put in place to strengthen the support for teachers in dealing with the mental health of students? Will schools be provided with more grants so that teachers can take relevant courses on educational psychology and mental health and schools can employ substitute teachers accordingly?

Asked by: Hon WONG Kwok-hing

Reply:

(a) The Government has been making efforts to enhance school-based psychology service for schools. The School-based Educational Psychology Service (SBEPS) will cover all public sector primary and secondary schools in the 2016/17 school year. The Government will further enhance the SBEPS by progressively improving the ratio of educational psychologist (EP) to school to 1:4 for public sector schools with a large number of students with special educational needs from the 2016/17 school year. The Education Bureau (EDB) will continue to keep in view the service needs of schools as a whole as well as the supply of educational psychologists.

(b) To alert professionals and school personnel on students' emotional difficulties and risk for suicidal behaviours, the EDB provides an "eBook on Student Suicide for Schools: Early Detection, Intervention and Postvention" for reference and use by school personnel. EDB's School Administration Guide also includes a guideline entitled "How can schools help students with mental health problems?". The EDB has been providing teachers with structured training courses as well as co-organising with Hospital Authority (HA) seminars on different mental health topics, such as "Psychosis", "Depression" and "Anxiety Disorders" to enhance school personnel's identification, assessment and support for students with emotional difficulties.

In response to recent student suicide incidents, the EDB has put forward a number of immediate measures to strengthen the support for teachers in dealing with students with suicidal risk, including delivering region-based seminars for schools in order to enhance the awareness and skills of the school personnel and parents on suicide prevention and intervention, arranging school-based talks for teachers by the EPs of the EDB and school sponsoring bodies providing SBEPS, forming a special team with EPs and

guidance personnel as members to, in coordination with the school-based educational psychology service, provide additional support to individual schools on a need basis as well as developing information kits for teachers, parents and students in order to facilitate their early identification of students with emotional difficulties and seeking of professional support.

At present, the EDB provides an annual recurrent cash grant known as the Teacher Relief Grant (TRG) to aided schools established with an incorporated management committee (IMC) for hiring supply teachers to meet their own needs. Schools may also use the Expanded Operating Expenses Block Grant (EOEBG) to top up the TRG whenever necessary.

- End -

CONTROLLING OFFICER'S REPLY**S-EDB08****(Question Serial No. S0074)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (2) Primary Education, (3) Secondary Education, (7) Policy and Support

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Regarding parts (b) to (d) of Reply Serial No. EDB 127, that is

- (b) please provide the names, locations and vacancy period of the said 234 vacant school premises (with a breakdown by 18 districts);
- (c) which of these vacant school premises are managed by the Government (please provide names and locations) and which government department(s) is/are responsible for managing them?
- (d) please provide the number, names, locations, vacancy period and the original school sponsoring bodies of vacant school premises which have not been returned to the Education Bureau (with a breakdown by 18 districts);

no response had been given. Will the Education Bureau provide supplementary information? Besides, in the reply, the EDB stated that among these 234 vacant school premises, 105 were not being used, of which 29 were under the EDB. Have the 76 vacant school premises not being used which were not under the EDB been returned to the EDB and then be considered for new uses? If yes, when will these school premises be returned to the EDB? If the school sponsoring bodies have not taken the initiatives to return the school premises, is there any mechanism in place for the Administration to recover the school premises? The Administration also stated that a list of vacant school premises earmarked for educational use but suitable for short-term use would be circulated on a half year basis to relevant Bureaux/Departments with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used. I would like to know if the Administration has explored the possibility of releasing the list of vacant school premises suitable for short-term use to other organisations, for example, sports organisations and art groups for application.

Asked by: Hon MA Fung-kwok

Reply:

For the 234 vacant school premises (VSP) referred to in parts (b) to (d) of Question Serial No. 1589 (Reply Serial No. EDB 127), as stated in the Report No. 65 of the Director of Audit (Audit Report), as at 30 April 2015, 105 of these ex-school premises were not being used, 102 were being used and 27 have been or were going to be demolished for housing or other developments. Of those 105 premises that were not being used (i.e. vacant as at 30 April 2015), 29 were under EDB's purview. The present redeployment/earmarked/planned use of these 29 premises as at end-December 2015, including "return" of four of them to the Planning Department (PlanD) for consideration of suitable alternative use under the central clearing house mechanism, were provided in Reply Serial No. EDB127. The information provided on the ex-school premises in EDB replies in this exercise, including Reply Serial No. EDB127 and the current one, was compiled by making reference to our earlier replies and submissions to the hearings of the Public Accounts Committee on the above-mentioned Audit Report, in particular information of individual ex-school premises.

Among the 105 premises that were not being used as at 30 April 2015, 76 of them have been referred by EDB to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism. Information of these 76 premises is set out in the Table below:

No.	District	Year in which the school ceased operation (Note 1)	Site Area ((rounded to the nearest hundred m²) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))
1	Islands	1996/97	500	CR : 2
2	Islands	2002/03	100	CR : 1
3	Islands	2004/05	600	CR : 1
4	Islands	2005/06	700	CR : 2
5	Islands	2007/08	7 000	CR : 23 SR : 11
6	North	Early 1990s	13 000	No information
7	North	1996/97	2 000	CR : 6
8	North	2005/06	6 000	CR : 10
9	North	2005/06	2 200	CR : 4
10	North	2005/06	5 900	CR : 7 SR : 1
11	North	2005/06	2 900	CR : 6
12	North	2005/06	1 500	CR : 6
13	North	2006/07	2 500	CR : 6
14	North	2006/07	13 600	CR : 6
15	Sai Kung	1995/96	3 600	CR : 9
16	Sai Kung	2004/05	1 900	CR : 2
17	Sha Tin	1979/80	100	No information
18	Sha Tin	1997/98	800	CR : 6
19	Tuen Mun	2014/15	4 300	CR : 10 SR : 14
20	Tai Po	1999/00	900	CR : 3
21	Tai Po	1999/00	1 700	CR : 3
22	Tai Po	2003/04	1 500	CR : 3
23	Tai Po	1998/99	2 200	CR : 6

No.	District	Year in which the school ceased operation (Note 1)	Site Area ((rounded to the nearest hundred m²) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))
24	Tai Po	2014/15	5 200	CR : 24 SR : 12
25	Tsuen Wan	1988/89	800	No information
26	Tsuen Wan	1988/89	3 200	CR : 3
27	Tsuen Wan	2007/08	8 000	CR : 8 SR : 4
28	Yuen Long	1990/91	1 800	CR : 8
29	Yuen Long	1995/96	300	CR : 5
30	Yuen Long	1996/97	2 700	CR : 7
31	Yuen Long	1997/98	1 000	CR : 2
32	Yuen Long	1997/98	7 800	CR : 12
33	Yuen Long	2004/05	1 900	CR : 4
34	Yuen Long	2005/06	1 600	CR : 3
35	Yuen Long	2005/06	1 200	CR : 7
36	Yuen Long	2006/07	1 000	CR : 5
37	Yuen Long	2006/07	3 600	CR : 10 SR : 1
38	Yuen Long	2006/07	2 100	CR : 6 SR : 2
39	Yuen Long	2006/07	400	CR : 6 SR : 1
40	Yuen Long	2007/08	3 100	CR : 7 SR : 2
41	Yau Tsim Mong	2012/13	1 600	CR : 8 SR : 1
42	North	2005/06	7 600	CR : 9
43	North	2006/07	900	CR : 5
44	North	2006/07	16 100	CR : 8 SR : 2
45	North	2008/09	6 900	CR : 6 SR : 1

No.	District	Year in which the school ceased operation (Note 1)	Site Area ((rounded to the nearest hundred m²) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))
46	Tuen Mun	2005/06	1 900	CR : 6
47	Tuen Mun	2006/07	4 500	CR : 8 SR : 1
48	Tai Po	1996/97	3 500	No information
49	Tai Po	1996/97	1 100	CR : 1
50	Sha Tin	2010/11	3 900 #	CR : 24 SR : 7
51	Tuen Mun	2008/09	6 800	CR : 26 SR : 5
52	Tai Po	2010/11	3 100	CR : 29 SR : 7
53	Islands	2003/04	500	CR : 5
54	Islands	2006/07	1 800 (Northern Part) 1 700 (Southern Part)	CR : 5 SR : 1
55	North	2001/02	5 800	CR : 4
56	North	2001/02	500	CR : 3
57	North	2004/05	2 600	CR : 3
58	North	2005/06	800	CR : 7
59	North	2006/07	1 700	CR : 7 SR : 1
60	North	2006/07	4 100	CR : 8 SR : 2
61	North	2007/08	7 800	CR : 12 SR : 2
62	Sai Kung	1997/98	200	CR : 2
63	Tuen Mun	2006/07	2 400	CR : 9 SR : 2
64	Tuen Mun	2006/07	3 200	CR : 5 SR : 4
65	Tai Po	1995/96	2 700	CR : 7

No.	District	Year in which the school ceased operation (Note 1)	Site Area ((rounded to the nearest hundred m ²) (Note 2)	School Facilities (No. of classroom (CR) and special room (SR))
66	Tai Po	2004/05	1 700	CR : 4
67	Tai Po	2004/05	1 400	CR : 5
68	Wong Tai Sin	2008/09	2 000	CR : 11 SR : 3
69	Yuen Long	1993/94	1 300	CR : 3
70	Yuen Long	1998/99	1 800	CR : 6
71	Yuen Long	2002/03	1 900	CR : 4 SR : 1
72	Yuen Long	2006/07	6 300	CR : 7 SR : 4
73	Yuen Long	2006/07	3 100	CR : 5 SR : 3
74	Yuen Long	2006/07	1 500	CR : 6
75	Yuen Long	2007/08	2 000	CR : 4 SR : 3
76	Yuen Long	2007/08	3 800	CR : 7 SR : 5

Note 1: “School year in which the school ceased operation” refers to the year the school premises was ceased to be used by the original school on site.

Note 2: The site area is only a rough estimate provided by PlanD, Lands Department (LandsD) and Housing Department. Information on area of those school premises standing on public housing estates of the Hong Kong Housing Authority/ Housing Society refers to internal floor area of the premises and is marked with (#) in the table above

EDB does not have information on the current situation and eventual uses of the VSP that have been referred to PlanD under the central clearing house mechanism.

In respect of VSP on private land, we have worked out with Lands Department (LandsD) the improved mechanism as set out in the workflow in Appendices 33 and 34 of the Public Accounts Committee Report No. 65, including cases where the site is required to be recovered from the grantee when the school sponsoring body refuses to return it. We will enhance communication and cooperation with LandsD in dealing with such VSP. When a VSP is identified in future, we will take a more proactive approach to consult LandsD on the information relating to the land on which the VSP is located, including details about the type of land (e.g. whether the land is under a Private Treaty Grant), whether the land lease contains a land use restriction clause, a cessation of user clause, etc., which are important considerations for drawing up feasible follow-up actions to be taken.

For VSP which EDB considers are required for re-allocation for school or other educational uses but the school sponsoring body refuses to surrender the site, we will liaise with LandsD on how to recover possession of the land as far as practicable in accordance with the provisions of the relevant contracts

(including land leases, tenancy agreements or service agreements). In all such cases, the Government must act in accordance with the contracts concerned. Besides, recovering possession of land by exercising the right conferred by the contract may not be the only way to make gainful use of the land. We will, in consultation with LandsD, review each case on its own merits.

It has all along been EDB's policy objective to put VSP into gainful use. To achieve this objective, when there is a vacant or to-be-vacated school premises, EDB will assess the VSP's suitability for educational use and consider whether the premises is needed to be re-allocated for school or other educational use. In this regard, EDB will circulate the list of earmarked VSP within EDB, on a half-yearly basis, for new/updated proposals on educational uses and/or short-term uses (where appropriate). Once EDB confirms that the VSP are no longer required by EDB for school or other educational uses, EDB would refer them to PlanD for consideration of suitable alternative uses in accordance with the central clearing house mechanism. For VSP earmarked for educational uses, we will continue to circulate, on a half-yearly basis, a list of those that are suitable for short-term use to relevant bureaux/departments (including the Home Affairs Bureau, Home Affairs Department, LandsD, PlanD and Social Welfare Department) with a view to identifying short-term use pending the deployment of such premises for the earmarked use so that the land resources can be gainfully used. The relevant bureaux/departments may propose suitable short-term uses for organisations under their policy purview as appropriate. In addition, LandsD has also advised that for VSP on sites returned to or recovered by LandsD, LandsD will make early arrangements to put them to suitable use. Where implementation of the identified long-term use will take time or where a long-term use is yet to be determined, LandsD will try to put the site together with the VSP to temporary use such as allocating it for use by a government bureau/department, renting it out on short-term tenancy upon identification of a suitable temporary use, or including the VSP into the list of vacant government sites of the relevant districts for application by interested parties for greening and community uses on a short-term basis.

- End -

CONTROLLING OFFICER'S REPLY**S-EDB09****(Question Serial No. S0063)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (1) Director of Bureau's Office

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

The Education Bureau is requested to provide (separately as in the past) in the table below details of each duty visits outside Hong Kong made by the Secretary, the Under Secretary and the Political Assistant to Secretary for Education in the past 3 years (2013-14, 2014-15 and 2015-16), including the date of visit, place of visit, size of entourage, purpose of visit, expenses on hotel accommodation, air tickets and meals and total expenditure for each visit? Please provide the amounts and the names of the sponsors of the sponsorships received (if any) of each visit.

Date of visit	Place of visit	Size of entourage	Purpose of visit	Expenses on hotel accommodation	Expenses on air tickets	Expenses on meals	Total expenditure of the visit

Asked by: Hon CHAN Chi-chuen

Reply:

Information about duty visits outside Hong Kong made by Secretary for Education and Political Assistant to Secretary for Education as well as Under Secretary for Education in the past three years from 2013-14 to 2015-16 are at Annexes A to B respectively.

**Duty visits outside Hong Kong made by
Secretary for Education from 2013-14 to 2015-16**

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office (Note 1)	(A) Expenses on accommodation (\$ (Note 2))	(B) Expenses on air passage (\$ (Note 3))	(C) Other expenses (\$ (Note 4))	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C))
29 May to 1 June 2013	Korea	To study kindergarten education and the use of information technology in education	2	6,886	10,785	26,377	44,048
25 to 26 June 2013	Singapore	Being invited to officiate at the International Student Seminar and deliver a speech as officiating guest of the Vocational Training Council and local vocational training organisations in support of over 300 participating Hong Kong teachers and students, and exchange views with Singaporean education officials and organisations	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	24,710	7,469	32,179
8 July 2013	Shenzhen	To pay a courtesy visit and exchange views with officials of the Shenzhen Municipal Education Bureau, and visit schools for Hong Kong children	2	No expenses as no over-night stay	No air passage (by car)	3,124	3,124
28 July to 2 August 2013	Singapore and Australia	To lead the Committee on Free Kindergarten Education to study the kindergarten education in Australia, and taking the opportunity to study the use of information technology in education in Singapore	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	123,261	67,639	190,900

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office (Note 1)	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$)(A)+(B)+(C)
25 September to 1 October 2013	Shanghai and Beijing	To lead the National Day Delegation from the Education Sector of about 100 members to participate in activities and exchange views with local officials and organisations in Shanghai and Beijing on education collaboration	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	25,380	52,389 [in-town transport sponsored by the Ministry of Education and the sponsored amount is not available]	77,769
2 to 3 December 2013	Guangzhou and Nansha	To pay a visit to the research institute of Hong Kong University of Science and Technology in Nansha and make courtesy call on the Department of Education of Guangdong Province for cooperation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	No air passage (by train and ferry)	12,404	12,404
15 to 17 December 2013	Indonesia	To lead some 100 secondary students for an exchange visit to Jakarta and meet with Indonesian education officials and organisations to exchange views on education policy and cooperation matters	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	24,670	16,882	41,552
19 to 23 January 2014	United Kingdom	To attend and deliver a speech at the annual Education World Forum upon invitation by the UK Ministry of Education and to exchange views with dozens of ministers on education policy and collaboration	2	18,035	159,478	22,951	200,464

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office (Note 1)	(A) Expenses on accommodation (\$) (Note 2)	(B) Expenses on air passage (\$) (Note 3)	(C) Other expenses (\$) (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$) (A)+(B)+(C)
28 February to 2 March 2014	Shanghai	Being invited to attend the International Convention on Science of Learning, especially on social influences on learning; language, bilingualism and multicultural learning; and technologies for learning purposes	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,028	10,621	21,649
27 to 30 March 2014	New Zealand	To represent Hong Kong at the annual International Summit on the Teaching Profession upon invitation. To examine the best practices worldwide for strengthening the teaching profession and raising student achievements. Attendees included more than 200 education officials and teacher representatives from around the world	1	[hotel accommodation sponsored by the New Zealand Ministry of Education in the amount of around \$7,300]	53,250	11,075 [in-town transport sponsored by the New Zealand Ministry of Education in the amount of around \$4,000]	64,325
19 to 24 May 2014	Belgium and Finland	To pay a duty visit to the European Union (EU) and Finland to observe their education systems. To strengthen Hong Kong's education ties with EU countries, particularly in vocational education, multilingual education, teacher training as well as the use of information and communication technology in education	2	23,816	195,583	19,041	238,440
29 June to 3 July 2014	Beijing and Shanghai	To lead the "Passing on the Torch" Mainland Exchange Programme delegation comprising more than 600 students and teachers to visit Beijing and Shanghai	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	17,129	25,950	43,079

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office (Note 1)	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$)(A)+(B)+(C)
31 July to 2 August 2014	Ningbo	To lead a delegation of the Hong Kong education sector (about 50 people) to Ningbo to participate in a series of Ningbo-Hong Kong education exchange activities. To give opening remarks and witness the signing of education cooperation documents by higher education and vocational education institutions as well as sister school agreements by primary and secondary schools of the two places	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,920	11,419 [in-town transport sponsored by the Ningbo Education Bureau in the amount of around \$1,000]	25,339
21 August 2014	Shenzhen	Working meeting with the Director of the Shenzhen Municipal Education Bureau on education issues of mutual concern (including the issue of cross-boundary students)	2	No expenses as no over-night stay	No air passage (by car)	1,946	1,946
30 to 31 October 2014	Hangzhou	To officiate at a launching ceremony for an online exchange platform for Zhejiang and Hong Kong sister schools upon invitation, as well as attending a forum on digital education. To deliver a speech at the forum and witness the signing of agreements between two pairs of schools in Hong Kong and Zhejiang to form sister schools	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	11,700	4,074 [in-town transport sponsored by the Zhejiang Provincial Government and the sponsored amount is not available]	15,774
3 to 8 November 2014	Germany and Switzerland	To lead an education delegation to visit Germany and Switzerland to conduct an intensive study on their vocational education systems and good practices in promoting young persons' career development	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	123,147	52,309	175,456

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office (Note 1)	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$)(A)+(B)+(C)
5 to 7 December 2014	Nanjing	To lead a delegation of over 200 Hong Kong secondary school students studying Chinese History and teachers to participate in the "Passing on the Torch" Platform Programme Series: An Exploration into the History and Culture in Nanjing	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	14,314	11,246 [in-town transport sponsored by the Hong Kong and Macao Affairs Office of Jiangsu Provincial Government and the sponsored amount is not available]	25,560
7 to 8 January 2015	Malaysia	To enhance the education link with ASEAN countries, to promote Hong Kong's education and strengthen cooperation between Malaysia and Hong Kong	1	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,720	5,919	19,639
30 January 2015	Guangzhou (GZ) and Shenzhen	To accompany the Chief Executive in meetings with Guangdong (GD) and Shenzhen leadership	-	No expenses as no over-night stay	No air passage (by train)	125 [in-town transport in GZ sponsored by the GD Provincial Government in the amount of around \$90]	125

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office (Note 1)	(A) Expenses on accommodation (\$ (Note 2)	(B) Expenses on air passage (\$ (Note 3)	(C) Other expenses (\$ (Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$ (A)+(B)+(C)
27 to 31 March 2015	Canada	To lead a delegation to attend the International Summit on Teaching Profession 2015 and to exchange views with other ministers of education, especially on career life planning education and kindergarten education	2	7,545 [hotel accommodation sponsored by the Council of Ministers of Education, Canada, in the amount of around \$6,205]	150,440	25,695	183,680
6 May 2015	Shenzhen	Working meeting with Shenzhen Municipal Education Bureau	2	No expenses as no over-night stay	No air passage (by car)	0	0
7 to 8 May 2015	Zhuhai	Upon invitation, to deliver a speech at the 10th anniversary celebratory event of the United International College jointly founded by Beijing Normal University and Hong Kong Baptist, and hold discussion with officials of the Zhuhai Municipal Education Bureau	2	2,430	No air passage (by ferry)	6,640	9,070
18 to 19 May 2015	Guangzhou and Zhongshan	Working meetings with the Department of Education of Guangdong Province and the Zhongshan Government	3	[hotel accommodation sponsored by the Hong Kong and Macao Affairs Office of the People's Government of Guangdong Province in the amount of around \$2,080]	No air passage (by train and ferry)	4,612	4,612

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office (Note 1)	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$)(A)+(B)+(C)
6 June 2015	Huizhou and Shunde	To lead Hong Kong university students to join a one-day career and life planning education programme and visit enterprises there	1	No expenses as no over-night stay	No air passage (by car)	7,390	7,390
24 to 25 June 2015	Fujian	To pay a courtesy visit to the Fujian Provincial Department of Education and the Xiamen Municipal Education Bureau, and to visit local universities for education cooperation	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	13,680	6,647	20,327
17 to 18 July 2015	Beijing	To officiate at an opening ceremony of the Beijing, Hong Kong and Macau Student Exchange Camp; and to attend a working meeting with the Ministry of Education in Beijing	2	5,047	23,000	5,688	33,735
26 July to 1 August 2015	USA and Belgium (EU)	Duty visit to USA / EU funding and research agencies in the higher education sector on education and research policies and funding strategies, especially STEM education	2	11,928	170,285	56,122	238,335
2 to 4 September 2015	Beijing	To attend commemorative activities of the 70th Anniversary of the Victory of War of Resistance against Japanese Aggression	-	[hotel accommodation sponsored by the State Council's Hong Kong and Macao Office in the amount of around \$1,550]	10,217	2,190 [in-town transport sponsored by the State Council's Hong Kong and Macao Office in the amount of around \$142]	12,407

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office (Note 1)	(A) Expenses on accommodation (\$)(Note 2)	(B) Expenses on air passage (\$)(Note 3)	(C) Other expenses (\$)(Note 4)	Total expenditure incurred by SED & official entourage from SED's Office (\$)(A)+(B)+(C)
28 September to 1 October 2015	Beijing	To lead a delegation from the educational sector of Hong Kong to participate in professional exchange activities in Beijing and Chengde	2	12,870	21,449	16,881	51,200
13 to 15 October 2015	Singapore	To attend a higher education international conference and to hold discussion with officials of the Ministry of Education of Singapore	2	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	22,804	28,470	51,274
2 to 3 November 2015	Guangzhou and Shenzhen	To lead a delegation of presidents and vice-presidents of the eight UGC-funded institutions for a visit to Guangdong Province leadership and to attend a Guangdong/Hong Kong university presidents' forum in Guangzhou	2	5,234	No air passage (by car)	9,058	14,292
17 November 2015 (p.m. only)	Guangzhou	To officiate at the opening ceremony of a national competition of extra-curricular academic and technological projects by university students	1	No expenses as no over-night stay	No air passage (by car)	6,550	6,550
27 to 28 January 2016	Beijing	To meet officials of the Ministry of Education and the Beijing Municipal Education Commission to exchange views on education initiatives/policies 2016	2	4,825	23,000	5,803	33,628

Notes :

- (1) The entourage included the Political Assistant to Secretary for Education in one visit in 2013-14, two visits in 2014-15 and five visits in 2015-16. He also separately made a duty visit with other officers of the Bureau to Shenzhen in 2015-16 incurring an expenditure of \$277.
- (2) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.

- (3) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (4) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

**Duty visits outside Hong Kong made by
Under Secretary for Education from 2013-14 to 2015-16**

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$)(Note 1)	(B) Expenses on air passage (\$)(Note 2)	(C) Other expenses (\$)(Note 3)	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$)(A)+(B)+(C)
1 August 2013	Shenzhen	To pay a courtesy visit to Shenzhen Education Bureau	-	No expenses as no over-night stay	No air passage (by car)	2,328	2,328
28 April to 1 May 2014	USA	To attend the Going Global 2014 conference	-	3,431	58,090	17,309	78,830
24 to 26 June 2014	Japan	To attend the 17th Organisation for Economic Co-operation and Development/Japan Seminar and conduct school visits	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	6,830	10,246	17,076
27 September to 1 October 2014	Beijing	To lead the National Day Delegation from the Education Sector to participate in activities and exchange views with local officials	-	[hotel accommodation sponsored by the Ministry of Education in the amount of around \$3,600]	5,246	5,375 [in-town transport sponsored by the Ministry of Education in the amount of around \$1,000]	10,621
11 March 2015	Guangzhou	To attend the Guangdong-Hong Kong Cooperation Joint Conference 20th Working Meeting	-	No expenses as no over-night stay	No air passage (by train and ferry)	[in-town transport sponsored by the Guangdong Provincial Government in the amount of around \$200]	0

Date of visit	Place of visit	Purpose of visit	Number of official entourage from SED's Office	(A) Expenses on accommodation (\$ (Note 1)	(B) Expenses on air passage (\$ (Note 2)	(C) Other expenses (\$ (Note 3)	Total expenditure incurred by US(Ed) & official entourage from SED's Office (\$ (A)+(B)+(C)
2 to 4 May 2015	Nanjing	To lead a delegation to participate in interflow activities for "Passing on the Torch" Platform Programme Series	-	1,990	3,792	2,219	8,001
23 to 26 July 2015	Australia	To attend an international conference and visit local schools	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	33,240	11,134	44,374
12 October 2015	Zhongshan	To visit Zhongshan National Defense Education Base and exchange views on the organisation of a student camp for Hong Kong students	-	No expenses as no over-night stay	No air passage (by ferry)	350	350
14 to 15 December 2015	Guangzhou	To serve as the guest of honour at the contract signing ceremony for the Guangzhou-Hong Kong Sister Schools 10th Anniversary Sharing cum Guangdong-Hong Kong Sister School Scheme 2015	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	3,810	2,970	6,780
16 to 17 December 2015	Indonesia	To sign a Memorandum of Understanding on education cooperation between Hong Kong and Indonesia, and launch a new scholarship scheme for Indonesian students	-	Hotel expenses covered by overseas subsistence allowance which is included in column (C)	20,589	4,654	25,243

Notes :

- (1) The arrangement of hotel accommodation was provided in accordance with the relevant Civil Service Regulations and guidelines.
- (2) Proper class of passages was provided in accordance with the relevant Civil Service Regulations and guidelines, taking into account factors including rank of post, flying time, flight schedule and details.
- (3) Other expenses include overseas subsistence allowance and other incidental expenses related to the duty

visits outside Hong Kong. The subsistence allowance is provided in accordance with the relevant Civil Service Regulations and guidelines, which is intended to cover, inter alia, the cost of accommodation, meals and in-town travelling.

- End -

CONTROLLING OFFICER'S REPLY**S-EDB10****(Question Serial No. S0079)**

Head: (156) Government Secretariat: Education Bureau

Subhead (No. & title): (-) Not Specified

Programme: (-) Not Specified

Controlling Officer: Permanent Secretary for Education (Mrs Marion LAI)

Director of Bureau: Secretary for Education

Question:

Based on the key indicators of the “internationalisation strategies” of subsidised universities in Hong Kong, please list the data on “internationalisation” for all universities under “Expand the scope of the Mainland University Study Subsidy Scheme” and for the Huaqiao University in Fujian, which has enrolled graduates from Associate Degree programmes in Hong Kong starting from 2016, to demonstrate the policy vision of “A multi-cultural learning environment..... help ensure that our graduates are globally competitive” as mentioned in the Speaking Note of Mr Eddie Ng Hak-kim, Secretary for Education, at the Special Meeting of the Finance Committee on 8 April 2016 is consistent instead of a double standard.

Asked by: Dr Hon Kenneth CHAN Ka-lok

Reply:

The Government does not maintain statistics showing the internationalisation of the institutions in the Mainland and Hong Kong. Indeed, we are not aware of any standard definition for internationalisation among different places or any standard yardstick for measuring the degree of internationalisation of different institutions.

As a matter of fact, pursuing internationalisation by local institutions and facilitating local students to pursue undergraduate study in the Mainland aim to achieve different policy objectives. Although both of them have been mentioned in the opening address of the Secretary for Education at the Special Meeting of the Finance Committee held on 8 April 2016, they should be read in context. The indicators for assessing the former should not be used to measure the effectiveness of the latter.

On pursuing internationalisation, the merits of a multi-cultural learning environment to local students were mentioned in the context of the proposal of injecting \$1 billion into the Hong Kong Special Administrative Region Government Scholarship fund. To encourage more outstanding students from countries and regions along the “Belt and Road” to pursue studies in Hong Kong, the Chief Executive proposed in the 2016 Policy Address to inject \$1 billion into the Scholarship Fund and use the investment income generated from the injection to increase the number of additional offers for the Hong Kong Scholarships for Belt and Road students to 100 by phases.

We believe that, more non-local students (including those from the “Belt and Road” regions) coming to Hong Kong to pursue university study will help internationalise and diversify the local higher education sector and hence enhance the competitiveness of our students and Hong Kong.

On facilitating local students to pursue undergraduate study in the Mainland, the objective of the Mainland University Study Subsidy Scheme (MUSSS) is to assist those students with financial needs to pursue undergraduate study in the Mainland. The MUSSS was one of the initiatives announced in the 2014 Policy

Address in a bid to provide school leavers with broader and more diversified articulation pathways both in and outside Hong Kong. Similarly, the two-year pilot scheme on the articulation of Hong Kong sub-degree graduates to top-up degree programmes offered by Huaqiao University in Fujian Province launched in March 2016 is intended to open up opportunities for Hong Kong sub-degree graduates to articulate and further their studies.

- End -

CONTROLLING OFFICER'S REPLY

S-EDB11

(Question Serial No. S0050)

Head: (190) University Grants Committee

Subhead (No. & title): (-) Not Specified

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee (Dr. Richard T ARMOUR)

Director of Bureau: Secretary for Education

Question:

At present, the salaries and allowances of teaching staff in University Grants Committee-funded institutions are covered by financial provision under the above Head, i.e. they are paid out of the public coffers. In 2015-16, how many members of the Legislative Council (LegCo) are recipients of such subsidy? Please provide information concerning the subsidy received by these LegCo members in detail.

Asked by: Hon NG Leung-sing

Reply:

The bulk of the Government subvention to the 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). Expenditure of institutions (including expenditure on salaries and benefits) is not solely covered by Government funding. Institutions have other sources of income including tuition fees and other fees, interest and investment income, donations and endowments, auxiliary services and other incomes. Apportionment of expenditure on salaries and benefits by funding source is not available.

Since the deregulation of salaries for the staff of UGC-funded institutions in 2003, institutions have the autonomy to deploy the block grant as well as funding from other sources to determine the remuneration of their staff, and are accountable for such decisions. The UGC does not collect information on the remuneration of individual staff of UGC-funded institutions, including those Legislative Council members who work for the institutions.

- End -