

**Replies to initial written questions raised by Finance Committee Members in  
examining the Estimates of Expenditure 2011-12**

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

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<a href="#">EDB082</a>	1694	EU Yuet-mee, Audrey	156	Other Educational Services and Subsidies
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<a href="#">EDB209</a>	2553	CHEUNG Kwok-che	156	Other Educational Services and Subsidies
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<a href="#">EDB243</a>	2422	FUNG Kin-kee, Frederick	156	Secondary Education
<a href="#">EDB244</a>	2423	FUNG Kin-kee, Frederick	156	Primary Education
<a href="#">EDB245</a>	2424	FUNG Kin-kee, Frederick	156	Primary Education Secondary Education
<a href="#">EDB246</a>	2425	FUNG Kin-kee, Frederick	156	Policy and Support
<a href="#">EDB247</a>	2426	FUNG Kin-kee, Frederick	156	Other Educational Services and Subsidies
<a href="#">EDB248</a>	2427	FUNG Kin-kee, Frederick	156	Other Educational Services and Subsidies
<a href="#">EDB249</a>	2428	FUNG Kin-kee, Frederick	156	Primary Education Secondary Education
<a href="#">EDB250</a>	2429	FUNG Kin-kee, Frederick	156	Special Education
<a href="#">EDB251</a>	2430	FUNG Kin-kee, Frederick	156	Other Educational Services and Subsidies
<a href="#">EDB252</a>	2614	LI Fung-ying	156	Vocational Education
<a href="#">EDB253</a>	2615	LI Fung-ying	156	Primary Education
<a href="#">EDB254</a>	2725	LAM Tai-fai	156	Secondary Education
<a href="#">EDB255</a>	2726	LAM Tai-fai	156	Secondary Education
<a href="#">EDB256</a>	2727	LAM Tai-fai	156	Other Educational Services and Subsidies
<a href="#">EDB257</a>	2728	LAM Tai-fai	156	Other Educational Services and Subsidies
<a href="#">EDB258</a>	2729	LAM Tai-fai	156	Special Education
<a href="#">EDB259</a>	2832	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB260</a>	2833	WONG Yuk-man	156	Other Educational Services and Subsidies
<a href="#">EDB261</a>	2843	LAU Wai-hing, Emily	156	Other Educational Services and Subsidies
<a href="#">EDB262</a>	2844	LAU Wai-hing, Emily	156	Primary Education Secondary Education Special Education
<a href="#">EDB263</a>	2845	LAU Wai-hing, Emily	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB264</a>	2846	LAU Wai-hing, Emily	156	Special Education
<a href="#">EDB265</a>	3302	LAU Wai-hing, Emily	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies

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				Policy and Support
<a href="#">EDB266</a>	3304	LAU Wai-hing, Emily	156	Primary Education Secondary Education
<a href="#">EDB267</a>	3305	LAU Wai-hing, Emily	156	Primary Education Secondary Education Other Educational Services and Subsidies
<a href="#">EDB268</a>	3069	LEE Wai-king, Starry	156	Secondary Education
<a href="#">EDB269</a>	3070	LEE Wai-king, Starry	156	Secondary Education
<a href="#">EDB270</a>	3071	LEE Wai-king, Starry	156	Secondary Education
<a href="#">EDB271</a>	3072	LEE Wai-king, Starry	156	Primary Education Secondary Education
<a href="#">EDB272</a>	3073	LEE Wai-king, Starry	156	Primary Education
<a href="#">EDB273</a>	3074	LEE Wai-king, Starry	156	Primary Education
<a href="#">EDB274</a>	3076	LEE Wai-king, Starry	156	Other Educational Services and Subsidies
<a href="#">EDB275</a>	3077	LEE Wai-king, Starry	156	Vocational Education
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<a href="#">EDB278</a>	3080	LEE Wai-king, Starry	156	Other Educational Services and Subsidies
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<a href="#">EDB280</a>	3082	LEE Wai-king, Starry	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB281</a>	3083	LEE Wai-king, Starry	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies
<a href="#">EDB282</a>	3447	LEONG Kah-kit, Alan	156	Director of Bureau's Office Primary Education Secondary Education Special Education Other Educational Services and Subsidies Vocational Education Policy and Support
<a href="#">EDB283</a>	3448	LEONG Kah-kit, Alan	156	Primary Education
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				Policy and Support
<a href="#">EDB285</a>	3450	LEONG Kah-kit, Alan	156	Secondary Education
<a href="#">EDB286</a>	3451	LEONG Kah-kit, Alan	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB287</a>	3453	LEONG Kah-kit, Alan	156	Special Education
<a href="#">EDB288</a>	3454	LEONG Kah-kit, Alan	156	Primary Education Secondary Education Special Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB289</a>	3455	LEONG Kah-kit, Alan	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB290</a>	3456	LEONG Kah-kit, Alan	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB291</a>	3457	LEONG Kah-kit, Alan	156	Primary Education Secondary Education Other Educational Services and Subsidies Policy and Support
<a href="#">EDB292</a>	3458	LEONG Kah-kit, Alan	156	Policy and Support
<a href="#">EDB293</a>	3459	LEONG Kah-kit, Alan	156	Policy and Support
<a href="#">EDB294</a>	3460	LEONG Kah-kit, Alan	156	Policy and Support
<a href="#">EDB295</a>	3759	CHAN Mo-po, Paul	156	Primary Education Secondary Education
<a href="#">EDB296</a>	3760	CHAN Mo-po, Paul	156	Primary Education Secondary Education
<b>SFAA</b>				
<a href="#">EDB297</a>	0052	IP LAU Suk-ye, Regina	173	Student Assistance Scheme
<a href="#">EDB298</a>	0060	CHEUNG Yu-yan, Tommy	173	Student Assistance Scheme
<a href="#">EDB299</a>	0061	CHEUNG Yu-yan, Tommy	173	Student Assistance Scheme
<a href="#">EDB300</a>	1250	CHEUNG Yu-yan, Tommy	173	Student Assistance Scheme
<a href="#">EDB301</a>	0194	LEUNG Kwan-yuen, Andrew	173	Student Assistance Scheme
<a href="#">EDB302</a>	0395	HO Chun-yan, Albert	173	Student Assistance Scheme
<a href="#">EDB303</a>	0846	WONG Yuk-man	173	Student Assistance Scheme
<a href="#">EDB304</a>	0847	WONG Yuk-man	173	Student Assistance Scheme

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<a href="#">EDB305</a>	0848	WONG Yuk-man	173	Student Assistance Scheme
<a href="#">EDB306</a>	0849	WONG Yuk-man	173	Student Assistance Scheme
<a href="#">EDB307</a>	1081	LEUNG Yiu-chung	173	Student Assistance Scheme
<a href="#">EDB308</a>	3747	LEUNG Yiu-chung	173	Student Assistance Scheme
<a href="#">EDB309</a>	1655	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB310</a>	1666	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB311</a>	1667	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB312</a>	1668	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB313</a>	1669	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB314</a>	2639	SHEK Lai-him, Abraham	173	Student Assistance Scheme
<a href="#">EDB315</a>	1905	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB316</a>	2557	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB317</a>	2558	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB318</a>	2559	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB319</a>	2562	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB320</a>	2563	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB321</a>	3357	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB322</a>	3880	CHEUNG Kwok-che	173	Student Assistance Scheme
<a href="#">EDB323</a>	2086	PAN Pey-chyou	173	Student Assistance Scheme
<a href="#">EDB324</a>	2191	TAM Yiu-chung	173	Student Assistance Scheme
<a href="#">EDB325</a>	2192	TAM Yiu-chung	173	Student Assistance Scheme
<a href="#">EDB326</a>	2517	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB327</a>	2518	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB328</a>	2519	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB329</a>	2520	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB330</a>	2521	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB331</a>	2525	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB332</a>	2526	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB333</a>	2527	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB334</a>	2528	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB335</a>	2529	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB336</a>	2530	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB337</a>	2531	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB338</a>	2532	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB339</a>	2533	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB340</a>	2534	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB341</a>	2535	CHEUNG Man-kwong	173	Student Assistance Scheme
<a href="#">EDB342</a>	2616	LI Fung-ying	173	Student Assistance Scheme
<a href="#">EDB343</a>	3075	LEE Wai-king, Starry	173	Student Assistance Scheme
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<a href="#">EDB346</a>	3170	WONG Kwok-hing	173	Student Assistance Scheme
<a href="#">EDB347</a>	3228	TAM Wai-ho, Samson	173	Student Assistance Scheme
<a href="#">EDB348</a>	3614	CHAN Tanya	173	Student Assistance Scheme
<a href="#">EDB349</a>	3615	CHAN Tanya	173	Student Assistance Scheme
<a href="#">EDB350</a>	3616	CHAN Tanya	173	Student Assistance Scheme
<a href="#">EDB351</a>	3819	LEUNG Mei-fun, Priscilla	173	Student Assistance Scheme
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<a href="#">EDB352</a>	0053	IP LAU Suk-ye, Regina	190	University Grants Committee
<a href="#">EDB353</a>	0358	LEUNG LAU Yau-fun, Sophie	190	University Grants Committee
<a href="#">EDB354</a>	0484	HO Chun-yan, Albert	190	University Grants Committee
<a href="#">EDB355</a>	0485	HO Chun-yan, Albert	190	University Grants Committee
<a href="#">EDB356</a>	0486	HO Chun-yan, Albert	190	University Grants Committee
<a href="#">EDB357</a>	0487	HO Chun-yan, Albert	190	University Grants Committee
<a href="#">EDB358</a>	0488	HO Chun-yan, Albert	190	University Grants Committee
<a href="#">EDB359</a>	1699	HO Chun-yan, Albert	190	University Grants Committee
<a href="#">EDB360</a>	1700	HO Chun-yan, Albert	190	University Grants Committee
<a href="#">EDB361</a>	1701	HO Chun-yan, Albert	190	University Grants Committee
<a href="#">EDB362</a>	0774	TAM Yiu-chung	190	University Grants Committee
<a href="#">EDB363</a>	0775	TAM Yiu-chung	190	University Grants Committee
<a href="#">EDB364</a>	2040	TAM Yiu-chung	190	University Grants Committee
<a href="#">EDB365</a>	2188	TAM Yiu-chung	190	University Grants Committee
<a href="#">EDB366</a>	2189	TAM Yiu-chung	190	University Grants Committee
<a href="#">EDB367</a>	2190	TAM Yiu-chung	190	University Grants Committee
<a href="#">EDB368</a>	1896	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB369</a>	1897	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB370</a>	1898	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB371</a>	1952	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB372</a>	2550	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB373</a>	2551	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB374</a>	3090	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB375</a>	3091	CHEUNG Kwok-che	190	University Grants Committee
<a href="#">EDB376</a>	2014	HO Sau-lan, Cyd	190	University Grants Committee
<a href="#">EDB377</a>	2591	HO Sau-lan, Cyd	190	University Grants Committee
<a href="#">EDB378</a>	2662	HO Sau-lan, Cyd	190	University Grants Committee
<a href="#">EDB379</a>	2663	HO Sau-lan, Cyd	190	University Grants Committee
<a href="#">EDB380</a>	2101	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB381</a>	2102	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB382</a>	2103	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB383</a>	2104	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB384</a>	2105	CHEUNG Man-kwong	190	University Grants Committee

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<a href="#">EDB385</a>	2106	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB386</a>	2107	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB387</a>	2108	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB388</a>	2109	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB389</a>	2110	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB390</a>	2111	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB391</a>	2112	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB392</a>	2113	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB393</a>	2114	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB394</a>	2115	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB395</a>	2116	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB396</a>	2117	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB397</a>	2118	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB398</a>	2119	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB399</a>	2120	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB400</a>	2121	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB401</a>	2122	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB402</a>	2123	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB403</a>	2124	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB404</a>	2125	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB405</a>	2126	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB406</a>	2127	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB407</a>	2128	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB408</a>	2129	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB409</a>	2130	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB410</a>	2131	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB411</a>	2132	CHEUNG Man-kwong	190	University Grants Committee
<a href="#">EDB412</a>	2392	WONG Yuk-man	190	University Grants Committee
<a href="#">EDB413</a>	2393	WONG Yuk-man	190	University Grants Committee
<a href="#">EDB414</a>	2394	WONG Yuk-man	190	University Grants Committee
<a href="#">EDB415</a>	2395	WONG Yuk-man	190	University Grants Committee
<a href="#">EDB416</a>	2407	FUNG Kin-kee, Frederick	190	University Grants Committee
<a href="#">EDB417</a>	2408	FUNG Kin-kee, Frederick	190	University Grants Committee
<a href="#">EDB418</a>	2409	FUNG Kin-kee, Frederick	190	University Grants Committee
<a href="#">EDB419</a>	2723	LAM Tai-fai	190	University Grants Committee
<a href="#">EDB420</a>	2724	LAM Tai-fai	190	University Grants Committee
<a href="#">EDB421</a>	3068	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB422</a>	3084	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB423</a>	3085	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB424</a>	3086	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB425</a>	3087	LEE Wai-king, Starry	190	University Grants Committee



<b>Reply Serial No.</b>	<b>Question Serial No.</b>	<b>Name of Member</b>	<b>Head</b>	<b>Programme</b>
<a href="#">EDB426</a>	3088	LEE Wai-king, Starry	190	University Grants Committee
<a href="#">EDB427</a>	3581	CHAN Tanya	190	University Grants Committee
<a href="#">EDB428</a>	3582	CHAN Tanya	190	University Grants Committee
<a href="#">EDB429</a>	3761	CHAN Mo-po, Paul	190	University Grants Committee
<a href="#">EDB430</a>	3762	CHAN Mo-po, Paul	190	University Grants Committee
<a href="#">EDB431</a>	3833	PAN Pey-chyou	190	University Grants Committee
<b>RTHK</b>				
<a href="#">EDB432</a>	0884	CHAN Mo-po, Paul	160	School Education Television Programme
<b>OGCIO</b>				
<a href="#">EDB433</a>	2003	IP Kwok-him	47	IT in the Community
<a href="#">EDB434</a>	3256	CHAN Tanya	47	IT in the Community
<a href="#">EDB435</a>	3330	TONG Ka-wah, Ronny	47	IT in the Community
<a href="#">EDB436</a>	3331	TONG Ka-wah, Ronny	47	IT in the Community
<a href="#">EDB437</a>	3332	TONG Ka-wah, Ronny	47	IT in the Community
<b>CWRF</b>				
<a href="#">EDB438</a>	0905	LI Kwok-po, David	708	Capital Works Reserve Fund

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB001**

Question Serial No.

0049

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

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What specific measures will be taken by the Administration in “improving the language skills of the community in general”? What is the expenditure involved? How will the Administration assess the effectiveness of the initiatives?

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

Reply :

Apart from providing and supporting language education for students, the Administration will, upon the advice of the Standing Committee on Language Education and Research (SCOLAR), continue its on-going efforts in improving the language skills of the community in general through various projects which would be either funded or sponsored by the Language Fund. These include public education and publicity projects as well as television series and radio programmes on the use of English, Putonghua and proper Cantonese pronunciation, etc.

In 2011-12, we will continue to run and sponsor the Workplace English Campaign and the annual Hong Kong News Award. The estimated expenditure is about \$3.7 million. We shall launch a series of projects to promote Putonghua and proper Cantonese pronunciation in the year and have earmarked \$2.5 million for this item. In addition, we are collaborating with the Vocational Training Council to develop vocational English courses for five industry sectors and to try them out on a pilot basis.

We conduct evaluation of all projects and programmes through viewers rating, focus groups, onsite visits and questionnaires, etc focusing on the number of beneficiaries and impact of the projects on participants. The evaluation reports will be submitted to SCOLAR for consideration in devising future programmes.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB002**

Question Serial No.

0050

Head : 156 Government Secretariat:  
Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What specific measures will be taken by the Administration to enhance the development of Hong Kong as a regional education hub? What will be the expenditures involved? And how will the Administration assess the effectiveness of the measures?

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

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.

Regarding internationalisation, we implemented in 2008 a basket of measures, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the \$1 billion HKSAR Government Scholarship Fund ("Government Scholarship Fund") to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs and enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation. We propose to inject \$250 million into the Government Scholarship Fund to extend the benefit to students of publicly-funded sub-degree programmes.

We will build on these measures and continue to encourage more quality non-local students to come to Hong Kong to study. We will work with our higher education institutions to step up exchange and promotion efforts overseas, particularly in Asia, to encourage more students to regard Hong Kong as a destination for education. We have proposed to allocate \$100 million to launch a five-year pilot scheme 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. It is estimated that over 30 000 students will benefit from the Scheme.

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 –

- (a) Land Grant Scheme – This Scheme provides land at nominal premium to self-financing non-profit-making post-secondary institutions for the construction of purpose-built premises. Since the launch of the Scheme in 2002, eight sites have been granted. We are also inviting expression of interest for the Queen’s Hill site in the New Territories. We will continue to launch other sites for the development of self-financing degree programmes, as and when appropriate;
- (b) Start-up Loan Scheme – This Scheme provides loans to support self-financing non-profit-making post-secondary institutions to develop new college premises and reprovision 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; and
- (c) Quality Enhancement Grant Scheme – This Scheme supports projects/initiatives that can improve students’ learning, teaching methods, course quality and career guidance. The Scheme was launched in 2008 with a one-off injection of \$100 million.

As proposed by the Chief Executive in his 2010-11 Policy Address, we plan to set up a Self-financing Post-secondary Education Fund with a total commitment of \$2.5 billion for the development of self-financing post-secondary education in the second half of this year. The Fund will provide further support to self-financing institutions on quality enhancement and quality assurance activities. The initiative will also provide scholarships to outstanding local and non-local students in the self-financing post-secondary sector.

The increase in non-local student quota for publicly-funded programmes to 20% will not result in additional recurrent costs for the Government, as the recurrent expenditure incurred in providing the additional student places will be met by institutions from tuition fees received and other income sources. The Immigration Department will continue to deal with the increase in applications for student entry and extension of stay that is likely to result from the above measures. The estimated staff cost involved in 2011-12 is about \$3.01 million. As regards the Government Scholarship Fund, its investment and accounting matters will continue to be overseen by the Director of Accounting Services. The estimated staff cost involved in 2011-12 is about \$1.37 million. 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. For the Self-financing Post-secondary Education Fund, the Director of Accounting Services will also oversee the investment and accounting matters. The estimated staff cost involved in 2011-12 is about \$0.96 million.

The above measures are considered effective. The number of non-local students in Hong Kong reached 11,250 in the 2010/11 academic year, representing a 42% growth over that in the 2007/08 academic year. 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 \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB003**

Question Serial No.

0051

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 2011-12, the Administration will launch a pilot exercise in some public sector schools to strengthen schools' internal administration management and further reduce teachers' administrative work. What are the details of the exercise? What specific measures will be taken? What is the expenditure involved?

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

Reply :

We will launch the pilot exercise in about 20 to 30 public sector schools in 2011-12. Participating schools will be provided with resources for employing additional administrative staff to assist in devising mechanisms for strengthening schools' internal control and management of personnel, financial and administrative matters. Training and advice apt to the context of the schools in question will be provided to the school management as well as the administrative staff. Exemplary practices will also be identified for sharing among schools. With better streamlining of procedures and more effective management of school administration, teachers of the participating schools would be further relieved of their administrative workload.

The pilot is planned to last for about one and a half school years and the estimated expenditure for the implementation of the pilot is about \$12 million. Details of the pilot are being worked out.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB004**

Question Serial No.

0067

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 (i.e. from 2008-09 to 2010-11) 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 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 2008-09 to 2010-11 is as follows:

Financial year	\$ million
2008-09 Actual	74,995 *
2009-10 Actual	58,240
2010-11 Revised Estimate	61,824

\* Including the establishment of \$18 billion Research Endowment Fund.

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 the General Revenue Account only. The information required (rounded to the nearest \$5 million) is as follows –

	2008-09 Actual	2009-10 Actual	% Change over 2008-09	2010-11 Revised Estimate	% Change over 2009-10	2011-12 Estimate	% Change over 2010-11 Revised Estimate
	\$ million	\$ million	%	\$ million	%	\$ million	%
Pre-primary	2,155	2,225	+3.2	2,455	+10.3 <sup>@</sup>	2,685	+9.4 <sup>@</sup>
Primary	11,200	11,255	+0.5	11,575	+2.8	11,670	+0.8
Secondary	19,630	20,050	+2.1	20,780	+3.6	22,235	+7.0
Tertiary Education*	31,755	13,275	-58.2 <sup>#</sup>	14,115	+6.3	16,025	+13.5

<sup>@</sup> The increase is mainly due to the increase in fee subsidy rate and the number of students joining the Pre-primary Education Voucher Scheme.

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

<sup>#</sup> The decrease is mainly due to the completion of the setting up of the \$18 billion Research Fund established in 2008-09.

Signature \_\_\_\_\_  
 Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
 Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
 Date \_\_\_\_\_ 10 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB005**

Question Serial No.

0068

Head : 156 Government Secretariat:  
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Among the non-profit-making kindergartens participating in the Pre-primary Education Voucher Scheme in the 2008/09, 2009/10 and 2010/11 school years, what are the respective numbers of kindergartens with half-day and whole-day classes? Among the students participating in the Pre-primary Education Voucher Scheme in the same period, what are the respective numbers of students attending half-day and whole-day kindergarten classes?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

Among the non-profit-making (NPM) kindergartens (KGs) participating in the Pre-primary Education Voucher Scheme (PEVS) in the 2008/09, 2009/10 and 2010/11 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	2008/09 sy	2009/10 sy	2010/11 sy
with half-day classes only	168	156	149
with both half-day and whole-day classes	375	380	381
with whole-day classes only	233	226	227

The numbers of students under PEVS attending half-day and whole-day KG classes in NPM KGs participating in PEVS in the 2008/09, 2009/10 and 2010/11 sy are as follows:

Numbers of students under PEVS attending classes in NPM KGs participating in PEVS	2008/09 sy (Note 1)	2009/10 sy (Note 1)	2010/11 sy (Note 2)
attending half-day classes	81 960	83 790	87 027
attending whole-day classes	32 520	33 770	35 950

Note 1: Position as at end of the respective 2008/09 and 2009/10 school years.

Note 2: Provisional figures as at mid-September 2010. The figures refer to the total number of enrolment in these KGs, including students not under PEVS. The actual number of students under PEVS in the 2010/11 school year would be available at the end of the school year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011





Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB007

Question Serial No.

0070

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 :

How many private independent kindergartens did not join the Pre-primary Education Voucher Scheme in the 2008/09, 2009/10 and 2010/11 school years respectively? What were the numbers of students and teachers in these kindergartens during those school years?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The number of local private independent (PI) kindergartens (KGs) not joining the Pre-primary Education Voucher Scheme (PEVS) in the 2008/09, 2009/10 and 2010/11 school years (sy) and the number of students and teachers in these KGs during those sy are as follows:

Local PI KGs Not Joining PEVS	2008/09 sy	2009/10 sy	2010/11 sy
Number of KGs	57	60	96*
Number of students	10 442	11 438	16 348
Number of teachers	741	807	1 145

\* 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 \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB008**

Question Serial No.

1248

Head : 156 Government Secretariat:  
 Education Bureau

Subhead (No. & title) :

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the ratios of local to non-local students in sub-degree, degree and postgraduate programmes in the past three academic years (i.e. 2008/09 to 2010/11) and what are the expected ratios in the 2011/12 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, Tommy

Reply :

The ratio of local and non-local students in University Grants Committee (UGC)-funded sub-degree (SD), undergraduate degree (Ug), taught postgraduate (TPg) and research postgraduate (RPg) programmes in the 2008/09, 2009/10 and 2010/11 academic years are as follows –

Local / Non-local student ratio	2008/09		2009/10		2010/11 <sup>#</sup>	
	Local	Non-local	Local	Non-local	Local	Non-local
SD programmes	99.9%	0.1%	99.9%	0.1%	99.9%	0.1%
Ug programmes	91.3%	8.7%	90.8%	9.2%	90.3%	9.7%
TPg programmes	98.5%	1.5%	98.5%	1.5%	98.2%	1.8%
RPg programmes*	40.6%	59.4%	35.4%	64.6%	32.0%	68.0%

<sup>#</sup> 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 among all non-local students in UGC-funded SD, Ug, TPg and RPg programmes in the 2008/09, 2009/10 and 2010/11 academic years are as follows –

Level of study	Place of origin <sup>@</sup>	2008/09	2009/10	2010/11 <sup>#</sup>
SD programmes	The Mainland of China	40.0%	33.3%	40.0%
	Other Asian countries	20.0%	33.3%	20.0%
Ug programmes	The Mainland of China	90.8%	87.9%	83.7%
	Other Asian countries	6.0%	8.4%	12.0%
TPg programmes	The Mainland of China	67.2%	66.0%	66.2%
	Other Asian countries	22.4%	22.6%	18.5%
RPg programmes	The Mainland of China	93.9%	93.8%	91.8%
	Other Asian countries	3.3%	3.6%	4.9%

<sup>@</sup> Place of origin refers to the nationality of non-local students.

<sup>#</sup> Provisional figures.

<sup>\*</sup> Research postgraduate figures include only students funded by UGC within their normal study periods.

Respective ratio of local and non-local students enrolled in non-UGC-funded post-secondary programmes in the 2008/09, 2009/10 and 2010/11 academic years are as follows –

Local / Non-local student ratio	2008/09		2009/10		2010/11 <sup>#</sup>	
	Local	Non-local	Local	Non-local	Local	Non-local
SD programmes	99.2%	0.8%	99.2%	0.8%	99.3%	0.7%
Ug programmes	97.2%	2.8%	96.9%	3.1%	96.9%	3.1%
Postgraduate (Pg) programmes	61.6%	38.4%	65.3%	34.7%	63.2%	36.8%

<sup>#</sup> Provisional figures.

The respective percentages of students from the Mainland and other Asian countries among all non-local students in non-UGC-funded post-secondary programmes in the 2008/09, 2009/10 and 2010/11 academic years are as follows –

Level of study	Place of origin <sup>@</sup>	2008/09	2009/10	2010/11 <sup>*</sup>
SD programmes	The Mainland of China	96.0%	96.0%	96.7%
	Other Asian countries	1.5%	1.3%	1.5%
Ug programmes	The Mainland of China	92.9%	93.6%	94.7%
	Other Asian countries	4.7%	3.1%	2.2%
Pg programmes	The Mainland of China	82.1%	72.7%	73.8%
	Other Asian countries	14.3%	24.2%	23.8%

<sup>@</sup> Place of origin refers to the nationality of non-local students.

<sup>#</sup> Provisional figures.

As the student recruitment process for the 2011/12 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 2011/12 academic year.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB009**

Question Serial No.

1249

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. 2008/09-2010/11)? 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 2011/12 school year? And what were the numbers of NETs who did not renew their contracts in the past 3 school years (i.e. 2008/09-2010/11)?

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. 2008/09-2010/11) are as follows:

School Year	Primary School		Secondary School	
	Provisions (\$ million)	No. of NETs	Provisions (\$ million)	No. of NETs
2008/09	\$291.5	489	\$334.5	416
2009/10	\$312.3	484	\$304.6	414
2010/11	\$299.0	477	\$345.5	409

- (b) The estimated numbers of primary NETs and secondary NETs under the Schemes in the 2011/12 school year would be more or less the same as those of the 2010/11 school year.
- (c) The numbers of NETs who would not renew their contracts after expiry in the 2010/11 school year are not yet available. The numbers of NETs who did not renew their contracts in the past two school years (i.e. 2008/09, and 2009/10) are as follows:

School Year	Primary school	Secondary School
2008/09	59	34
2009/10	56	64

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB010**

Question Serial No.

1256

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 three-year pilot scheme will be launched to develop major support strategies for improving autistic students' communication, emotion management and learning skills. Regarding this, please provide the following details, including the details of the scheme, the number of students and schools to be benefitted, and the required financial provisions and staffing arrangements, etc.

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise (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 will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover around 40% of the students with ASD in about eighty primary and secondary schools, which means approximately 800 primary and 300 secondary students. For part (b) of the project, about thirty primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. As the pilot schools will need to create room for the teachers to develop and try out the assessment tools and intervention strategies, as well as consolidate their knowledge and experience in an operation manual for dissemination to all schools in Hong Kong at the completion of the project, we will provide additional funding for the schools to employ teaching assistants during the piloting period. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and the service providers.

The estimated expenditure for the three-year pilot project is \$38 million.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 14 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB011**

Question Serial No.

1257

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 reasons for the over-enrolment of students in the Vocational Training Council (VTC) in the 2009/10 academic year?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

To maximise use of resources, it is the established practice of VTC to allow a small percentage of over-enrolment to provide flexibility to cater for possible attrition and contingency. The same practice was adopted in the 2009/10 academic year.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB012**

Question Serial No.

1258

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 Administration will launch a pilot exercise in some public sector schools to strengthen schools' internal administration management and further reduce teachers' administrative work. Please provide information about the exercise, including its details, the numbers of teachers and schools to be benefited, the financial provisions and staffing arrangements, etc.

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

We will launch the pilot exercise in about 20 to 30 public sector schools in 2011-12. Participating schools will be provided with resources for employing additional administrative staff to assist in devising mechanisms for strengthening schools' internal control and management of personnel, financial and administrative matters. Training and advice apt to the context of the schools in question will be provided to the school management as well as the administrative staff. Exemplary practices will also be identified for sharing among schools. With better streamlining of procedures and more effective management of school administration, teachers of the participating schools would be further relieved of their administrative workload.

The pilot is planned to last for about one and a half school years and the estimated expenditure for the implementation of the pilot is about \$12 million. Details of the pilot are being worked out.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB013**

Question Serial No.

1259

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 expansion of career development advisory and support services to students and graduates, please specify the provision and specific measures involved, with an evaluation of effectiveness, for 2010/11, and the estimated provision and specific measures to be involved for 2011/12.

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The Vocational Training Council (VTC) provides a wide range of career advisory and support services, including a Job Information System, a dedicated career web platform, career advisory training and personalised career clinics, to its students and graduates. In the 2009/10 academic year, over 20 000 vacancies were posted onto its Job Information System for graduates. Students and graduates could also seek career-related information and take career aptitude tests through the dedicated career web platform. Some 20 000 students participated in various career programmes and 6 000 attended the career clinics. Similar level of services is being provided in the 2010/11 academic year. These services will also be reinforced and the career web platform would be further developed into a more interactive career portal in the 2011/12 academic year.

The VTC conducted surveys to gauge feedback and reviewed the effectiveness of the services for the 2009/10 academic year. Students' feedback demonstrated that these career advisory and support services had been well received. For instance, most of the participants agreed that students' awareness of workplace skills had been enhanced. Almost all participants in the personalised career clinics considered that they had benefited from the activities which helped improve their career planning techniques, self-confidence and job search skills.

The total recurrent expenditure for the career advisory and support services is about \$8 million each in the 2010/11 and 2011/12 academic years. Non-recurrent expenditure of about \$1.7 million and \$3 million will also be expended in the 2010/11 and 2011/12 academic years respectively to enhance the Job Information System.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB014**

Question Serial No.

1260

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 earmarked \$110 million to launch a 3-year pilot programme in primary schools to provide after-school homework guidance for students. Please provide the details of the programme, including the number of students expected to benefit from the programme, the number of participating schools and the number of tutors required.

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

In the 2011-12 Budget, the Financial Secretary has earmarked \$110 million to launch a three-year pilot programme to provide after-school homework guidance for primary students with financial and academic needs. The Education Bureau will consult relevant stakeholders such as the local tertiary institutions and schools on the implementation of the scheme.

Our initial plan is to collaborate with local tertiary institutions to encourage and enlist tertiary students, especially those students in full-time pre-service teacher training programmes and are interested in joining the teaching profession, as tutors. We also encourage institutions to provide training for potential tutors to enhance the effectiveness in the delivery of tutorial service. The pilot programme will target at primary schools with a high concentration of students receiving Comprehensive Social Security Assistance or full grant from the Student Financial Assistance Agency. Participating schools will be asked to invite students with financial and academic needs to join the programme. Tutors will provide after-school homework guidance in small groups at the primary schools. Tutors will receive allowances for their services.

This pilot programme complements other prevailing projects offering after-school support. This programme is also unique in achieving dual purposes for the benefit of not only the financially and academically needy students but also the tutors. To the students, the programme will help them strengthen the effectiveness of their learning and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance,

etc) in consultation with relevant stakeholders. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 16 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB015**

Question Serial No.

**0087**

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

Programme : (1) Director of Bureau's Office

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Office of the Secretary for Education, the actual expenditure for 2009-10 is \$12.2 million, the estimated expenditure for 2010-11 is \$11.8 million and similarly, the estimated expenditure for 2011-12 decreases by 0.8% to \$11.7 million. Which part of the expenditure mainly leads to the decrease in the estimate for the Secretary's Office? What are the details and the reasons for the decrease in the estimate?

Asked by : Hon. CHAN Tanya

Reply :

The provision for 2011-12 regarding the Director of Bureau's Office is \$0.1 million (0.8%) lower than the revised estimate for 2010-11. It is mainly due to decreased salary provision arising from staff turnover.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry TSE

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 10 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB016

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

Question Serial No.

0088

Programme : (1) Director of Bureau's Office

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Office of the Secretary for Education is responsible for providing support to the Secretary for Education in undertaking political work. This includes the support provided by the Under Secretary and the Political Assistant. What support do the Under Secretary and the Political Assistant of the Education Bureau provide to the Secretary for Education respectively? Please provide the details of their work and the estimated expenditures involved respectively.

Asked by : Hon. CHAN Tanya

Reply :

The Under Secretary for Education is responsible principally for assisting the Secretary in undertaking various political work, including handling Legislative Council (LegCo) business, communicating with various stakeholders and deputising for the Secretary during the latter's temporary absence. For instance, the Under Secretary for Education normally attends regular meetings of the LegCo Panel on Education. These are important forums for the Government to explain its policies and to secure support for its initiatives. He also regularly visits schools and has meetings with District Councils, political parties / groups, non-governmental organisations, teachers' and principals' groups, etc. For instance, as part of his role in reaching out to the community, the Under Secretary for Education chaired a number of district forums on the 2010-11 Policy Address.

The Political Assistant to Secretary for Education is responsible principally for providing political support and input to the Secretary and the Under Secretary, including political liaison with stakeholder groups at the instruction of the Secretary and the Under Secretary. The Political Assistant to Secretary for Education helps explain policy background to political parties / groups with a view to enhancing their understanding of Government's initiatives and policies. He also monitors views from interest groups and the general public and assesses political implications.

The appointment of the Under Secretary for Education and the Political Assistant to Secretary for Education has strengthened the support to the Secretary in undertaking political work. They have enhanced the capacity of the Secretary in communicating with, and explaining Government policies to, the media, different stakeholders and the public. In reporting to the Secretary the views gauged from concerned parties, they help enrich policy and political deliberation of the Education Bureau.



The provisions earmarked for the salary provision for the Under Secretary for Education and the Political Assistant for Education in 2011-12 are \$2.55 million and \$1.54 million respectively.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 11 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB018**

Question Serial No.

2514

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 Bureau states that apart from public sector schools, subsidised primary places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government. What are the respective numbers of subsidised school places offered? Was there any increase or decrease in subsidised primary school places offered by DSS and ESF schools in the past three years? If yes, what are the details? Are there any subsidised primary school places in ESF schools that are offered to non-Chinese speaking students and those with special educational needs? If yes, what are their number and share in the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

In the 2011/12 school year, it is estimated that there are 15 174 subsidised primary school places under the Direct Subsidy Scheme (DSS). The number of subsidised primary school places under the DSS was 11 773, 12 550, and 13 408 in the 2008/09, 2009/10 and 2010/11 school years respectively.

The number of subsidised places under the English Schools Foundation (ESF) and the level of subvention have been frozen pending a review of the subvention arrangement for the ESF. The current number of subsidised places in the ESF primary schools is 5 580. According to the annual student enrolment survey results as at September 2010, about 87% of the ESF primary school students are non-Chinese speaking.

The ESF operates with Government subvention a special school with 30 primary school places for students with special education needs who would require extensive learning and teaching support. The estimated expenditure for these places in the 2011/12 school year is around \$5.3 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB019**

Question Serial No.

2515

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 Bureau states that major measures to improve primary education include small class teaching. What is the estimated amount set aside for small class teaching in the 2011-12 Estimates?

Asked by : Hon. CHAN Tanya

Reply :

On the basis of 301 (65%) public sector primary schools implementing small class teaching starting from Primary 1 in the 2009/10 school year and the district-based school-age population projections, the total estimated additional recurrent expenditure to be incurred in 2011-12 for the implementation of small class teaching (SCT) arising from operating additional classes and providing additional teachers to schools adopting school-based measures to enhance the quality of learning and teaching before transition into SCT is \$626 million.

To maximise 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 \$36 million in 2011-12.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB020**

Question Serial No.

2516

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 Bureau states that four bi-sessional schools have yet to formulate their whole-day conversion plans. What are the names of the four primary schools? Are there any differences in the estimated expenditures between these schools and whole-day primary schools? If yes, what are the details?

Asked by : Hon. CHAN Tanya

Reply :

The four primary schools operating in bi-sessional mode, which have yet to formulate their whole-day conversion plans, are Sacred Heart Canossian School, Pun U Association Wah Yan Primary School, North Point Methodist Primary School and Hennessy Road Government Primary School. Among them, Hennessy Road Government Primary School has been allocated a vacant school premises for whole-day conversion purpose. For the remaining three, we are actively identifying suitable school sites and liaising with the schools.

The teaching staff entitlements for whole-day and bi-sessional primary schools are different mainly because of their different teacher-to-class ratios (1.4:1 for whole-day and 1.3:1 for bi-sessional). Also, the rates in respect of some grants for whole-day primary schools are higher, e.g. Class Grant, Composite Furniture and Equipment Grant, etc. Apart from the above, the parameters for most grants distributed to whole-day and bi-sessional primary schools are the same as they are largely based on the approved number of classes or number of students.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB021**

Question Serial No.

2542

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 Secondary Education for 2011-12 is 6.2% higher than the original estimate.  
What part of Secondary Education mainly leads to this 6.2% increase?

Asked by : Hon. CHAN Tanya

Reply :

Provision for 2011-12 in respect of Secondary Education is \$1,239.4 million (6.2%) higher than the original estimate for 2010-11. This is mainly due to increase in funding requirement of \$1,089.0 million arising from 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 in the 2011/12 school year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry TSE

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB022**

Question Serial No.

2543

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 Bureau states that apart from public sector schools, subsidised secondary school places are offered in Direct Subsidy Scheme (DSS) schools and English Schools Foundation (ESF) schools, both of which receive recurrent subsidies from the Government. What are the respective numbers of subsidised school places offered? Are there any subsidised secondary school places in ESF schools that are offered to non-Chinese speaking students and those with special educational needs? If yes, what are their number and share in the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

In the 2011/12 school year, it is estimated that there are 59 283 subsidised secondary school places under the Direct Subsidy Scheme (DSS).

The number of subsidised places under the English Schools Foundation (ESF) and the level of subvention have been frozen pending the review of the subvention arrangement for the ESF. The current number of subsidised places in the ESF secondary schools is 5 850. According to the annual student enrolment survey results as at September 2010, about 73% of ESF secondary school students are non-Chinese speaking.

The ESF operates with Government subvention a special school with 30 secondary school places for students with special education needs who would require extensive learning and teaching support. The estimated expenditure for these places in the 2011/12 school year is around \$6.9 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB023**

Question Serial No.

2544

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 will be reduced by three from 402 in the 2010/11 school year to 399 in the 2011/12 school year. Will the three secondary schools involved be changed to Direct Subsidy Scheme schools or cease operation? How many students and teachers will be affected?

Asked by : Hon. CHAN Tanya

Reply :

Among the three secondary schools to be reduced in the 2011/12 school year, two are estimated to join the Direct Subsidy Scheme (DSS) and one has merged with another school. The students (1 430 in number) and teachers (109 in number) of these schools will not be affected as they may continue to study or teach in the DSS or merged schools.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB024**

Question Serial No.

2545

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 :

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 2011-12 for conducting the proposed study? 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 :

We have not included any provision for conducting a research study on small class teaching in secondary schools in 2011-12. Small class teaching is a method of teaching which international studies have suggested is most effective when students are small and its effectiveness tends to wane as students age. Nonetheless, taking advantage of the introduction of the new senior 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.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB025**

Question Serial No.

**2546**

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 measures will be taken by the Education Bureau to achieve a reduction of 200 teachers in government and aided primary schools in the 2011/12 school year?

Asked by : Hon. CHAN Tanya

Reply :

The estimated reduction of some 200 teachers in government and aided primary schools in the 2011/12 school year is due to the lapse of some time-limited teaching posts created under certain education initiatives. The reduction will be offset by natural wastage of primary school teachers.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB026**

Question Serial No.

2547

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 number of government and aided primary schools will be reduced by six from 462 in the 2010/11 school year to 456 in the 2011/12 school year. Will the six primary schools involved be changed to Direct Subsidy Scheme schools or cease operation? How many students and teachers will be affected?

Asked by : Hon. CHAN Tanya

Reply :

The reduction in the number of government and aided schools by six in the 2011/12 school year will involve nine aided primary schools. Among these schools, two will cease operation, one is likely to join the Direct Subsidy Scheme (DSS), six will merge to form three whole-day schools.

For the two schools to be closed in the 2011/12 school year, there are 44 students likely to be affected and they will be placed to other public sector schools at the end of this school year. Sixteen teachers in the two aided primary schools will become surplus. For the remaining schools joining the DSS or merging to turn whole-day operation, their students (2 058 in number) and teachers (171.5 in number) will remain unaffected as they can continue to study or teach in the DSS or merged schools.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB027**

Question Serial No.

Head : 156 Government Secretariat: Subhead (No. & title) : 000 Operational  
 Education Bureau Expenses

2548

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Bureau states that it will continue to improve the learning and teaching of the English Language in primary schools. What are the details of the work involved and the specific plan?

Asked by : Hon. CHAN Tanya

Reply :

In 2011-12, we will continue to implement the following support measures to improve the teaching and learning of the English Language in primary schools:

<b>A. Grants to schools</b>		
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>B. School-based support</b>		
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).
<b>C. Professional development</b>		
1.	Supply teachers to schools to release teachers to study tailor-made courses	To facilitate the release of primary school English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications.

2.	Overseas Immersion Programme for English Language Teachers in Primary Schools in Hong Kong	To subsidise (i) English Language teachers of primary schools to participate in overseas courses to improve their language proficiency, English Language curriculum planning and teaching skills; (ii) principals of primary schools to participate in overseas courses to improve English Language curriculum planning and implementation.
3.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
4.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Upon graduation, awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years, depending on the type of programmes pursued.
5.	Professional development programmes	To help schools to implement the English Language curriculum more effectively, different professional development programmes, including self-run and commissioned ones, are conducted.
6.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on reading, writing, listening and creativity).

#### **D. Creating a facilitating environment for English learning**

1.	Primary Native-speaking English Teacher (NET) Scheme	To enrich the English Language environment and add authenticity to the context in which Hong Kong students learn and use English. In general, each public sector primary school with six or more operating classes is provided with a NET, irrespective of the student enrolment.
2.	English Alliance – Stories Alive	To build on the learning experiences gained in the Drama-in-Education English Alliance. Through storytelling in the teaching and learning of English Language at lower and upper primary level, this initiative aims to raise students' interest in English Language and to enhance their language skills.
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.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB028

Question Serial No.

2549

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 :

The Bureau states that it will launch a three-year pilot scheme to develop major support strategies for improving autistic students' communication, emotion management and learning skills. What are the specific work plan, timetable and estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise (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 will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover about 40% of the students with ASD, which means around 800 primary and 300 secondary school students. For part (b) of the project, about 30 primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and the service providers.

The estimated expenditure for the three-year pilot project is \$38 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB029**

Question Serial No.

2994

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 :

Will the Government review the new senior secondary curriculum in 2011-12? If so, what are the specific work plan and timetable of the review as well as the estimated expenditure? If not, what are the reasons?

Asked by : Hon. CHAN Tanya

Reply :

The Education Bureau (EDB) has a plan to monitor and review the implementation of the New Senior Secondary (NSS) curriculum over the next few years in order to understand and analyse the implementation process, issues and impact on schools and students. The findings would be used to provide timely feedback for improving the implementation process in schools and support measures for teachers. To collect data in the early days of the implementation of NSS, we conducted a study in the 2009/10 school year. We shall conduct another implementation study in the 2011/12 school year. Since the NSS will augur a process of reflection and adjustment in learning and teaching at both the system and school levels, we plan to continue to monitor the implementation of the NSS over the next few years. In addition, there are separate evaluation studies on the implementation and impact of other curriculum components like Other Learning Experiences and Applied Learning. The EDB will review and combine findings from these studies, as well as studies conducted by other parties such as the review of the 2012 Hong Kong Diploma of Secondary Education to be conducted by the Hong Kong Examinations and Assessment Authority. The findings would also be used to revise the curricula and improve the public assessment as appropriate.

The estimated expenditure on the review of NSS studies to be conducted by the EDB in 2011-12 is about \$10 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB030**

Question Serial No.

2995

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 Bureau states that it will continue to implement the fine-tuning of the medium of instruction (MOI) arrangements for secondary schools, which has started from the Secondary 1 cohort of students since 2010-11. Will the Administration review the fine-tuning of the MOI arrangements for secondary schools in 2011-12? If yes, when are the specific plan, timetable and estimated expenditure of the review? If not, what are the reasons?

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 will progress each year to a higher form at junior secondary levels. A six-year review cycle has been built into the fine-tuning framework so as to facilitate schools to adopt the fine-tuned MOI arrangements under a more stable environment. Details of the review are under planning.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB031**

Question Serial No.

3002

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Bureau states that in 2011-12, 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 of the work involved?

Asked by : Hon. CHAN Tanya

Reply :

To enhance the learning and teaching support for aided special schools for students with mild intellectual disability, the Education Bureau has reduced the class size of these schools from 20 to 15 students per class starting from Primary 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 additional recurrent expenditures for implementing this improvement measure for the 2009/10 and 2010/11 school years, on top of those in the previous year, are around \$4.8 million and \$3.4 million respectively. For the 2011/12 school year, as compared with the 2010/11 school year, the estimated additional recurrent expenditure is around \$8.2 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB032**

Question Serial No.

3003

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Bureau states that it 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. What are the details and the estimated expenditure of the work involved?

Asked by : Hon. CHAN Tanya

Reply :

In the 2011/12 school year, the Education Bureau (EDB) will continue to implement the improvement measures on extension of years of study for students in schools for children with intellectual disability, schools for children with physical disability, schools for children with hearing impairment, and the school for children with visual impairment cum intellectual disability. 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. For planning purpose, we have made provision for about 500 such additional places in the 2011/12 school year. The full-year effect of the recurrent expenditure is estimated to be around \$300 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB034**

Question Serial No.

3008

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 states that apart from providing school places for newly-arrived children and young people, it also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. What are the work plan and the estimated expenditure?
- (b) The Education Bureau also states that schools which admitted newly-arrived students receive grants from it for organising school-based support programmes to help these children integrate into the local education system. What are the details and the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

- (a) Newly-arrived children and young people can choose to attend Initiation Programmes prior to joining mainstream schools. Initiation Programmes are 6-month full-time programmes aiming to enhance the learning experience of the newly-arrived children and young people in a real classroom environment, help them adjust to the local society, and foster their personal development before they are placed in mainstream schools. The estimated expenditure for the provision of Initiation Programmes in 2011-12 is about \$15.9 million.

If newly-arrived children and young people choose to enrol in mainstream schools direct, they can also attend Induction Programmes in parallel. The Induction Programmes are 60-hour programmes run by non-governmental organisations which aim to help these students to cope with adjustment problems and learning difficulties which they may encounter when they newly join the local education system. The estimated expenditure for the provision of Induction Programmes in 2011-12 is about \$3 million.

- (b) Public sector schools admitting newly-arrived students are provided with School-based Support Scheme Grant to organise school-based support programmes to help these students integrate into the local education system. Schools can flexibly make use of the Grant to run school-based support programmes such as conducting supplementary lessons, and organising orientation, guidance programmes, extra-curricular activities and visits for these students. The estimated expenditure for the provision of the Grant in 2011-12 is about \$22.2 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB035**

Question Serial No.

Head : 156 Government Secretariat: Subhead (No. & title) : 000 Operational  
Education Bureau Expenses

3009

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Bureau provides various support measures for non-Chinese speaking (NCS) students including, inter alia, organising Summer Bridging Programmes at primary 1 to primary 4 levels, providing on-site professional support and a special grant to primary and secondary schools designated for such intensive support, commissioning Chinese Language Learning Support Centres, running training programmes for Chinese Language teachers as well as disseminating and implementing the Supplementary Guide to the Chinese Language Curriculum. What are the details and the estimated expenditure for each of these measures?

Asked by : Hon. CHAN Tanya

Reply :

The details of the concerned educational support measures for non-Chinese speaking (NCS) students and the estimated expenditure in the 2010/11 school year are tabulated below:

<b>Support measures for NCS students</b>	<b>Estimated expenditure in 2010/11 school year \$ million</b>
Summer Bridging Programmes for NCS students in primary schools- Starting from summer 2007, the 4-week Summer Bridging Programmes have been extended to cover NCS students proceeding to Primary 2, Primary 3 and Primary 4 in order to help them consolidate what they have learnt at Key Learning Stage 1 and to prepare for their transition to Key Learning Stage 2. In the 2010/11 school year, the total number of NCS students participating in the Programmes is about 1 300.	1.4

<p>Focused support to designated schools serving NCS students- The objective of providing focused support in the “designated schools” is to facilitate schools’ accumulation of experiences and development of expertise in the learning and teaching of NCS students so that these schools may serve as the anchor point for sharing experiences with other schools which have also admitted NCS students through a support network formed for all NCS students in the local schools to benefit from the arrangement. There are 28 designated schools in the 2010/11 school year.</p>	<p>*</p>
<p>Provision of cash grant to designated schools- Starting from the 2008/09 school year, the special grant for designated schools has become recurrent so as to support them to implement school-based support measures. The grant is in the range of \$0.3 million to \$0.6 million, depending on the number of NCS students admitted by individual schools.</p>	<p>15.6</p>
<p>Chinese Language Learning Support Centres- The Centres, commissioned to the University of Hong Kong, have provided remedial programmes after school hours or during holidays for NCS students, particularly those who have a late start in learning the Chinese Language. The number of designated venues for the Centres has increased to 11 in the 2010/11 school year with an enrolment of 482 students. The Centres also assist in the development of teaching resources and organisation of professional development workshops to render support to teachers of NCS students.</p>	<p>2.9</p>
<p>Provision of training programmes for Chinese Language teachers in primary schools with NCS students</p>	<p>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.</p>
<p>Development of the Supplementary Guide to the Chinese Language curriculum for NCS students- This Supplementary Guide, distributed to schools in December 2008, supplements principles, strategies and recommendations for implementing the Chinese Language curriculum in the learning context of NCS students. Learning and teaching materials have also been provided to schools and NCS students. The assessment tools developed will be refined before dissemination to schools by end-2011.</p>	<p>*</p> <p>An additional sum of about \$2.0 million to continue with the development of teaching reference materials and assessment tools to support the development of the Supplementary Guide.</p>

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.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB036**

Question Serial No.

Head : 156 Government Secretariat: Subhead (No. & title) : 000 Operational  
Education Bureau Expenses

3010

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Bureau provides various support measures for non-Chinese speaking (NCS) students. Are NCS students with special educational needs also covered? If yes, what are the details? If no, what are the reasons?

Asked by : Hon. CHAN Tanya

Reply :

Support measures put in place for non-Chinese speaking (NCS) students since the 2006/07 school year are applicable for NCS students with special education needs (SEN). Besides, the NCS students with SEN can also benefit from the support and resources pertaining to students with SEN. Schools are encouraged to adopt a whole-school approach to cater for students' diversity and SEN. In this regard, they are provided with different levels of resources and support according to the degree of severity and genuine needs of students with SEN including both local and NCS students. They have been advised to deploy the resources flexibly to meet the specific needs of individual students, through measures such as organisation of tutorial groups and employment of teaching assistants who can speak the native languages of the NCS students to provide in-class support. The professional staff of the Education Bureau conducts visits to schools to provide consultation on support measures for students with SEN.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011



The estimated expenditure for 2011-12 is \$95.7 million, with breakdown as follows:

	Estimated expenditure (\$ million)
Professional development programmes for teachers	7.6
Learning and teaching resources and materials	30.1
Mainland exchange programmes and interflow activities for students and teachers	58
Total:	95.7

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB038**

Question Serial No.

3012

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 :

Apart from national education, will the Education Bureau allocate resources to promote civic education? If so, what are the details and the estimated expenditure? If not, what are the reasons?

Asked by : Hon. CHAN Tanya

Reply :

Civic education is an integral part of the new Moral and National Education subject announced in the Policy Address in 2010, and is also incorporated in relevant topics of other school curricula in primary and secondary education such as General Studies at primary level, Life and Society at junior secondary level, and Liberal Studies at senior secondary level. The draft curriculum framework is now being developed and will be finalised in early 2012. The resource requirements will be estimated only after the finalisation of the curriculum framework and will be included in the draft Estimates for 2012-13. To facilitate the promotion of civic education across the curricula, there are recurrent resources allocated for 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. Expenditures on the promotion of civic education in schools across the curricula are absorbed by the recurrent expenditures of the Education Bureau. We are not able to provide a separate breakdown.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB039

Question Serial No.

3013

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 Education Bureau states that it will continue to provide various professional development programmes for teachers to support the fine-tuning of the medium of instruction arrangements for secondary schools. What are the details and the estimated expenditure of the relevant work?

Asked by : Hon. CHAN Tanya

Reply :

Various professional development programmes including sharing sessions of good practices at half-yearly intervals, in-service training courses for secondary school non-language teachers, workshops, etc. have been put in place to support schools and teachers in the implementation of the fine-tuning of medium of instruction (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.

In 2010-11, about 1 000 teachers attended the various professional development programmes. These include over 200 non-language subject teachers participating in the in-service training courses, about 180 teachers participating in the workshops in teaching the non-language subjects of Mathematics, Science and Personal, Social and Humanities disciplines, and about 650 teachers attending the half-yearly sharing sessions held in April 2010 and November 2010. These programmes aim at raising teachers' awareness of the role that language plays in the learning and teaching of non-language subjects and equipping teachers with the knowledge and pedagogy in adapting and developing teaching materials to address the needs of their students.

A large-scale longitudinal study covering about 200 secondary schools is under planning. The study aims at assessing the effectiveness of the diversified fine-tuned MOI arrangements and developing effective teaching resources for supporting schools in teaching non-language subjects in English. For planning purpose, an estimated cost of \$50 million has been earmarked from the Language Fund.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB040**

Question Serial No.

3014

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 develop learning and teaching resource packages and an assessment bank for promoting Basic Law Education at senior primary and junior secondary levels. What are the details and the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

The Education Bureau will produce the learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels to enhance students' understanding of the Basic Law and "One Country, Two Systems". The contents of the resource packages will be designed according to the learning stages of the students, and can be incorporated by teachers in relevant learning and teaching contexts. There will be 16 and 13 units in the resource packages for senior primary and junior secondary levels respectively. For the assessment bank, two sets of questions will be separately designed for senior primary and junior secondary levels. Schools may make use of the assessment bank to generate questions for students to attempt online or for internal assessment purposes. The resource packages and assessment bank will be ready for use by schools in the 2011/12 school year. The estimated expenditure in 2011-12 is \$16.8 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB041**

Question Serial No.

Head : 156 Government Secretariat: Subhead (No. & title) : 000 Operational  
Education Bureau Expenses

3017

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Bureau indicates that it will continue to oversee the implementation of the Basic Competency Assessments, including the Territory-wide System Assessment which aims at assessing the performance of students at primary 3, primary 6 and secondary 3 in attaining basic competency in Chinese Language, English Language and Mathematics. What are the details and the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

The Territory-wide System Assessment (TSA) is one of the programmes under the basic competency assessment (BCA) put forward by the Education Commission in its "*Report on Reform Proposals for the Education System in Hong Kong*" published in 2000. It aims to feedback to schools their students' performance in mastering the basic competency in the three core subjects of Chinese Language, English Language and Mathematics at various key learning stages which are deemed to be essential for the students to progress to the next key stage of learning. Schools can then use the data to build on strengths and address the weaknesses in learning and teaching thus identified.

The Administration has commissioned the Hong Kong Examinations and Assessment Authority to develop and implement the BCA. The TSA was first introduced to the primary 3 level in 2004 and extended to the primary 6 and secondary 3 levels in 2005 and 2006 respectively. Since then, all students of primary 3, primary 6 and secondary 3 levels take part in the annual TSA.

In 2011-12, the estimated expenditure for implementing the TSA is about \$57 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB042**

Question Serial No.

Head : 156 Government Secretariat: Subhead (No. & title) : 000 Operational  
 Education Bureau Expenses

3018

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Bureau will continue to collaborate with the Standing Committee on Language Education and Research in supporting language education at all key stages and improving the language skills of the community in general. What are the details and the estimated expenditure of this support measure?

Asked by : Hon. CHAN Tanya

Reply :

In 2011-12, we shall continue to collaborate with the Standing Committee on Language Education and Research, funded by the Language Fund, to implement the following support measures on language education at all key stages and improving the language skills of the community in general:

Support measures	Description	Expenditure incurred in \$ million
<b>A. English Language</b>		
(1) English Enhancement Grant Scheme for Primary Schools	To facilitate primary schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.	111.1
(2) English Enhancement Scheme for Secondary Schools	To facilitate secondary schools to adopt school-based measures to strengthen and enhance the learning and teaching of English.	111.1
(3) Refined English Enhancement Scheme for Secondary Schools	To provide additional resources to secondary schools to facilitate their introducing or optimising the school-based measures under the English Enhancement Scheme for Secondary Schools.	210



(4) Study on Extended Learning Activities in English conducted in Chinese-medium Secondary Schools in Hong Kong	To collect information on local and overseas experiences, developing effective learning approaches, and providing professional support to project schools and developing teaching resources.	6.5
(5) Overseas Immersion Programme for English Language Teachers in Primary Schools in Hong Kong	To subsidise (i) English Language teachers of primary schools to participate in overseas courses to improve their language proficiency, English Language curriculum planning and teaching skills; and (ii) principals of primary schools to participate in overseas courses to improve English Language curriculum planning and implementation.	5.75
(6) English Alliance – Stories Alive	To build on the learning experiences gained in the Drama-in-Education English Alliance. Through storytelling in the learning and teaching of English Language at lower and upper primary level, this initiative aims to raise students' interest in English Language and to enhance their language skills.	4.92
(7) 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.	1.92
(8) English Debating Educational Programme	To raise awareness of the importance of speech and debate in English at junior secondary level and to strengthen and enhance the learning and teaching of English at senior secondary level.	0.13
(9) Volunteer Scheme	To provide students with more English Language exposure through making use of the resources and expertise of volunteers from professional bodies in the community to arrange informal and interactive English Language activities in schools.	0

(10) Workplace English Campaign	To organise publicity and public education programmes to raise the public's awareness of improving ones' English proficiency.	3.7
<b>B. Chinese Language</b>		
(1) Support Scheme to Schools in using Putonghua to teach Chinese Language Subject	To encourage and support the implementation of using Putonghua to teach Chinese Language Subject in primary and secondary schools in Hong Kong and to enhance teachers' professional knowledge and improving their teaching skills in using Putonghua to teach Chinese Language Subject.	52.7
(2) Putonghua Summer Immersion Course Subsidy Scheme	To provide subsidies to Chinese Language teachers to attend a four-week Putonghua summer immersion courses in the Mainland with the aim of enhancing their proficiency of Putonghua.	2.06
(3) Promotion of Putonghua	To provide a diversified and fun-filled environment for students to learn Putonghua outside the classroom so as to further enhance their Putonghua proficiency and to create an atmosphere for the public to learn and use Putonghua through various community-wide programmes.	5
(4) Promotion of Proper Cantonese Pronunciation	To enhance students, teachers and parents' knowledge on proper Cantonese pronunciation and to avoid "lazy articulation".	0.41
<b>C. Cross Languages</b>		
(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).	34
(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.	10.55

(3) Hong Kong News Awards	To promote a higher language standard in news and headlines writing in newspapers.	0.25
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Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB043**

Question Serial No.

3019

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 continue to implement measures to enhance the development of Hong Kong as a regional education hub. What are the details of those measures and what will be the estimated expenditure involved?

Asked by : Hon. CHAN Tanya

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.

Regarding internationalisation, we implemented in 2008 a basket of measures, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the \$1 billion HKSAR Government Scholarship Fund ("Government Scholarship Fund") to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs and enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation. We propose to inject \$250 million into the Government Scholarship Fund to extend the benefit to students of publicly-funded sub-degree programmes.

We will build on these measures and continue to encourage more quality non-local students to come to Hong Kong to study. We will work with our higher education institutions to step up exchange and promotion efforts overseas, particularly in Asia, to encourage more students to regard Hong Kong as a destination for education. We have proposed to allocate \$100 million to launch a five-year pilot scheme 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. It is estimated that over 30 000 students will benefit from the Scheme.

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 –

- (a) Land Grant Scheme – This Scheme provides land at nominal premium to self-financing non-profit-making post-secondary institutions for the construction of purpose-built premises. Since the launch of the Scheme in 2002, eight sites have been granted. We are also inviting expression of interest for the Queen’s Hill site in the New Territories. We will continue to launch other sites for the development of self-financing degree programmes, as and when appropriate;
- (b) 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. The Scheme was launched in 2001 with a total commitment of \$7 billion; and
- (c) Quality Enhancement Grant Scheme – This Scheme supports projects/initiatives that can improve students’ learning, teaching methods, course quality and career guidance. The Scheme was launched in 2008 with a one-off injection of \$100 million.

As proposed by the Chief Executive in his Policy Address, we plan to set up a Self-financing Post-secondary Education Fund with a total commitment of \$2.5 billion for the development of self-financing post-secondary education in the second half of this year. The Fund will provide further support to self-financing institutions on quality enhancement and quality assurance activities. The initiative will also provide scholarships to outstanding local and non-local students in the self-financing post-secondary sector.

The increase in non-local student quota for publicly-funded programmes to 20% will not result in additional recurrent costs for the Government, as the recurrent expenditure incurred in providing the additional student places will be met by institutions from tuition fees received and other income sources. The Immigration Department will continue to deal with the increase in applications for student entry and extension of stay that is likely to result from the above measures. The estimated staff cost involved in 2011-12 is about \$3.01 million. As regards the Government Scholarship Fund, its investment and accounting matters will continue to be overseen by the Director of Accounting Services. The estimated staff cost involved in 2011-12 is about \$1.37 million. 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. For the Self-financing Post-secondary Education Fund, the Director of Accounting Services will oversee the investment and accounting matters. The estimated staff cost involved in 2011-12 is about \$0.96 million.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2011 _____

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB044**

Question Serial No.

Head : 156 Government Secretariat: Subhead (No. & title) : 000 Operational  
Education Bureau Expenses

3020

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Bureau will continue to promote e-Learning in the school sector. What are the details and the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

The Government has created a non-recurrent commitment of \$128 million, to be spent over six financial years from 2010-11 to 2015-16, for the promotion of e-Learning in the school sector. Programmes include \$68 million for launching a pilot scheme on e-Learning in schools, \$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. The estimated expenditures for 2010-11 and 2011-12 are \$94 million and \$27 million respectively.

In addition to the \$128 million mentioned above, the Government has also set aside \$12 million for strengthening and expediting the development of the Depository of Curriculum-based Learning and Teaching Resources which the Government has committed \$25 million to develop under the Third IT in Education Strategy from 2008-09 to 2013-14. The estimated expenditures in this regard for 2010-11 and 2011-12 are \$8 million and \$11 million respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB045**

Question Serial No.

3021

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 Education Bureau has pointed out that it will consider the merits and feasibility of providing a new programme based on the Project Yi Jin model as an alternative pathway for students under the new senior secondary academic structure. What are the details and the estimated expenditure involved?

Asked by : Hon. CHAN Tanya

Reply :

The new senior secondary academic structure has been implemented since September 2009 and the first student cohort under the new academic structure will complete their senior secondary education and participate in the Hong Kong Diploma in Secondary Education (HKDSE) Examination in 2012. We are currently working with the Federation for Continuing Education in Tertiary Institutions to design a new programme under the new academic structure based on the existing Project Yi Jin model to be put in place from the 2012/13 academic year. The purpose is to provide an alternative pathway for students with unsatisfactory results in the HKDSE Examination and adult learners to obtain a formal qualification for seeking employment or further studies. A total sum of \$6.6 million has been earmarked for developing the new programme and this funding requirement will be absorbed from within existing resources.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB046**

Question Serial No.

3022

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 Education Bureau will launch a pilot exercise in some public sector schools to strengthen schools' internal administration management and further reduce teachers' administrative work. What are the details and the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

We will launch the pilot exercise in about 20 to 30 public sector schools in 2011-12. Participating schools will be provided with resources for employing additional administrative staff to assist in devising mechanisms for strengthening schools' internal control and management of personnel, financial and administrative matters. Training and advice apt to the context of the schools in question will be provided to the school management as well as the administrative staff. Exemplary practices will also be identified for sharing among schools. With better streamlining of procedures and more effective management of school administration, teachers of the participating schools would be further relieved of their administrative workload.

The pilot is planned to last for about one and a half school years and the estimated expenditure for the implementation of the pilot is about \$12 million. Details of the pilot are being worked out.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB047**

Question Serial No.

3023

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 Education Bureau states that it will continue to revamp pre-employment programmes to align with the new senior secondary academic structure and the Qualifications Framework. What are the details of the work and the estimated expenditure involved?

Asked by : Hon. CHAN Tanya

Reply :

To align with the new senior secondary (NSS) academic structure and the development of the Qualifications Framework (QF), the Vocational Training Council (VTC) has since 2006-07 revamped the structure and curricula of its post-secondary 3 (PS3) programmes and Higher Diploma (HD) programmes. A new Diploma in Vocational Education programme with multiple entry and multiple exit has been introduced since the 2009/10 academic year by integrating the various PS3 courses offered previously. New HD and New Foundation Diploma programmes, which allow for module accumulation, will be introduced for the Secondary 6 leavers starting from the 2012/13 academic year.

The Government has since 2006-07 earmarked \$29.5 million to VTC to support its planning and implementation of a new academic structure to dovetail with the NSS academic structure and the QF development. A total of \$22.3 million has been incurred up till 2009-10 and the estimated expenditure in 2010-11 is around \$7 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB048**

Question Serial No.

3024

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 expand the career development advisory and support services to students and graduates. Please advise the measures and the estimated expenditure on the career development advisory and support services.

Asked by : Hon. CHAN Tanya

Reply :

In the 2010/11 and 2011/12 academic years, the Vocational Training Council will continue to provide and reinforce a wide range of career advisory and support services, including a Job Information System, a dedicated career web platform, career advisory training and personalised career clinics, to its students and graduates. The career web platform will be further developed into a more interactive career portal in the 2011/12 academic year.

The total recurrent expenditure for the career advisory and support services is about \$8 million each in the 2010/11 and 2011/12 academic years. Non-recurrent expenditure of about \$1.7 million and \$3 million will also be expended in the 2010/11 and 2011/12 academic years respectively to enhance the Job Information System.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB049**

Question Serial No.

3578

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

Programme : (7) Policy and support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What measures the Government has 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;
- (iii) To strengthen co-operation between the quality assurance bodies, the Government has established a tri-partite liaison committee, comprising the representatives of the Education Bureau, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications and the Joint Quality Review Committee to oversee the development of good practices of the sub-degree sector and provide a regular forum for discussion on quality-related issues concerning the sub-degree sector; and

- (iv) 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 assurance consistency across the sector and further improve the overall quality of the sector.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB050**

Question Serial No.

**3579**

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 :

Each year, thousands of Secondary 7 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 will 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 propose to double the number of University Grants Committee (UGC)-funded senior year undergraduate places to 8 000 per annum by phases starting from the 2012/13 academic year. In addition, we propose to increase the UGC-funded first-year first-degree (FYFD) places from 14 620 to 15 000 per annum starting from the 2012/13 academic year. By 2016, the number of undergraduates graduating from UGC-funded programmes is expected to rise to around 19 000. The proposed additional places will involve an additional annual expenditure of about \$1 billion.

For the self-financing sector, the Government has launched a basket of support measures, including the Land Grant Scheme, Start-up Loan Scheme and Quality Enhancement Grant Scheme, to enhance the quality of self-financing post-secondary education to provide students with more quality articulation opportunities and choices. As announced in the 2010-11 Policy Address, we propose to establish a Self-financing Post-secondary Education Fund with a total commitment of \$2.5 billion to provide stable and sustainable resources for the sector's long-term development.

Upon full implementation of the above new initiatives, we estimate that around one third of our young people in the relevant age group will have the chance to study publicly-funded or self-financing undergraduate programmes.

Non-local students are mainly admitted to UGC-funded undergraduate programmes outside the approved number of subvented places and are required to pay a higher tuition fee that is at least sufficient to cover the direct additional cost. Hence, admission of more non-local students does not affect the opportunities of local students to subvented undergraduate places.

Signature \_\_\_\_\_  
 Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
 Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
 Date \_\_\_\_\_ 16 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB051**

Question Serial No.

3580

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 and actions will the Government take to increase the provision of hostel places as well as cultural and recreational amenities at universities, with a view to overcoming the insufficiency of hostel places and such amenities? What is the estimated expenditure involved?

Asked by : Hon. CHAN Tanya

Reply :

Over the years, the Administration and the University Grants Committee (UGC) have been supporting institutions' hostel projects to meet their shortfall in hostel places. The Legislative Council has approved funding of around \$2.1 billion for six hostel projects which are under construction. These six projects will provide a total of some 6 600 publicly-funded hostel places as follows:

<b>Project Code</b>	<b>Project Title</b>	<b>Institution<sup>1</sup></b>	<b>Number of Hostel Places Under Construction</b>	<b>Approved Project Estimate (\$ million)</b>
8053EF	1500-place student hostel	CUHK	1 500	466.4
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	HKU	1 800	643.6
8023EJ	Student hostel, phase 4	CityU	700	182.0
8028EK	Student hostel, phase 3	PolyU	1 650	522.1
8013EL	701-place student residences	HKUST	701	201.3
8005EU	New Academic Block and Student Hostel <sup>2</sup>	LU	600	88.1
<b>Total</b>			<b>6 951*</b>	<b>2,103.5</b>

\* Including about 380 privately-funded places.

Institutions are also conducting detailed planning for four hostel projects, including two joint hostel projects in Tsung Kwan O and Ma On Shan and two other hostel projects in Ma Liu Shui and Sai Ying Pun. These four projects are expected to provide a total of some 3 200 publicly-funded hostel places. The respective institutions are coordinating detailed planning for these projects and the cost estimates of the projects have yet to be finalised.

The Administration and the UGC will continue to work with institutions to identify sites and to seek the necessary funding support for new hostel projects, including joint hostels for shared use by institutions.

As for amenity facilities, the UGC has adopted a “room use-based methodology” in assessing the space and accommodation requirements of the UGC-funded institutions since 2000. The methodology contains formulae and standards for calculating space requirement under various categories such as classroom, study space, teaching and research laboratories, office, library, indoor sports facilities, amenities, etc. Institutions have substantial freedom to determine the exact allocation of the provisions to best fit their circumstances.

According to the review conducted in 2006, it is estimated that by 2012/13, the UGC-funded institutions will require around 1,056,600 m<sup>2</sup> publicly-funded space while the available publicly-funded space will be around 1,032,500 m<sup>2</sup> taking into account new buildings under construction.

Among the 19 UGC-funded institutions capital subvention projects currently under construction, 13 will provide, among others types of facilities, some 18 800 m<sup>2</sup> in net operational floor area (NOFA) of indoor sports facilities and amenities to meet the requirement of individual institutions. The details of the 13 projects are as follows –

Project Code	Project Title	Institution <sup>1</sup>	Space to be provided (in NOFA) (m <sup>2</sup> )	Approved Project Estimate (\$ million)	Indoor sports facilities and amenities be provided (in NOFA) (m <sup>2</sup> )
8024EJ	Academic and administration building	CityU	20 500	888.5	2 720
8019EH	School of Communication-cum-School of Creative/Visual Arts Building	HKBU	9 033	237.1	355
8020EH	Baptist University Road campus development	HKBU	19 715	945.1	1 988
8005EU	New academic block and student hostel <sup>2</sup>	LU	2 980	216.0	957
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
8011EL	Extension to the existing Academic Building	HKUST	3 000	116.1	600
8012EL	Institute for Advanced Study	HKUST	4 580	187.2	493
8052EG	Human Research Institute, phase 1	HKU	8 082	188.5	-
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
<b>Total</b>			<b>164 380</b>	<b>7,649.6</b>	<b>18,780</b>

The Administration and the UGC will continue to work with institutions on their capital works proposals to meet their space requirements including amenity facilities.

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 LU's new academic block and student hostel projects were combined in January 2008. The approved project estimate for the project is \$216 million, which includes \$127.9 million for the academic block and \$88.1 million for the student hostel (300 publicly-funded hostel places).

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 16 March 2011 \_\_\_\_\_



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB052**

Question Serial No.

3584

Head : 156 Government Secretariat:  
Education Bureau

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

- (a) Please specify the amount of resources allocated to secondary schools, especially those built before 2000, for the improvement of premises and facilities in 2010-11. What were the details?
- (b) Please specify the amount of resources allocated to secondary schools, especially those built before 2000, for the improvement of premises and facilities in 2011-12. What are the details and the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

The latest estimates of government subsidy on school repairs/minor improvement works for aided secondary schools are as follows –

- (a) In 2010-11, government subsidy of an amount of \$307.5 million was allocated for secondary schools, of which \$286.0 million was provided for schools with their premises built before 2000.
- (b) In 2011-12, it is estimated that the amount of government subsidy for repair/minor improvement works to secondary schools is \$332.2 million, of which \$314.3 million will be provided for schools with their premises built before 2000.

The summary of amount of subsidy involved is provided at the Annex.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

11 March 2011

**2010-11 and 2011-12 Financial Years  
Summary Government Subsidy provided  
for Repairs/Minor Improvement Works to Aided Secondary Schools**

Financial Year <sup>1</sup>	Amount/Estimated amount of government subsidy provided (\$ million) <sup>2</sup>		
	for school premises built before 2000	for school premises built in/after 2000	Total
2010-11	286.0	21.5	307.5
2011-12	314.3	17.9	332.2
Total:	600.3	39.4	639.7

Note:

- <sup>1</sup> For 2011-12, the amount of subsidy being provided for schools has yet to be finalised.
- <sup>2</sup> Aided schools which have submitted applications in the major repairs exercise for 2010-11/2011-12 and with their applications funded under Head 156 Subhead 900 Codes of Aid for existing schools – maintenance, repairs and minor improvement (block vote) are included.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB053**

Question Serial No.

3589

Head : 156 Government Secretariat:  
Education Bureau

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

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

- (a) Please specify the amount of resources allocated to primary schools, especially those built before 2000, for the improvement of premises and facilities in 2010-11. What were the details?
- (b) Please specify the amount of resources allocated to primary schools, especially those built before 2000, for the improvement of premises and facilities in 2011-12. What are the details and the estimated expenditure?

Asked by : Hon. CHAN Tanya

Reply :

The latest estimates of government subsidy on school repairs/minor improvement works for aided primary schools are as follows –

- (a) In 2010-11, government subsidy of an amount of \$255.4 million was allocated for primary schools, of which \$207.8 million was provided for schools with their premises built before 2000.
- (b) In 2011-12, it is estimated that the amount of government subsidy for repair/minor improvement works to primary schools is \$279.3 million, of which \$221.9 million will be provided for schools with their premises built before 2000.

The summary of amount of subsidy involved is provided at the Annex.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

11 March 2011

**2010-11 and 2011-12 Financial Years  
Summary of Government Subsidy provided  
for Repairs/Minor Improvement Works to Aided Primary Schools**

Financial Year <sup>1</sup>	Amount/Estimated amount of government subsidy provided (\$ million) <sup>2</sup>		
	for school premises built before 2000	for school premises built in/after 2000	Total
2010-11	207.8	47.6	255.4
2011-12	221.9	57.4	279.3
Total:	429.7	105.0	534.7

Note:

- <sup>1</sup> For 2011-12, the amount of subsidy being provided for schools has yet to be finalised.
- <sup>2</sup> Aided schools which have submitted applications in the major repairs exercise for 2010-11/2011-12 and with their applications funded under Head 156 Subhead 900 Codes of Aid for existing schools – maintenance, repairs and minor improvement (block vote) are included.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB054**

Question Serial No.

0193

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 :

In 2011-12, the Administration will provide financial provisions of \$11,158.9 million and \$21,217.4 million for primary and secondary education respectively and is planning to launch a three-year pilot scheme on enhancement of support for autistic students. Could the Administration inform us of the following:

- (a) How much of the provisions for primary and secondary education will be spent on the scheme and what is the percentage share in the provisions?
- (b) How will resources be allocated to provide support and training for the teachers concerned?
- (c) How many autistic students are expected to be benefited from the scheme?

Asked by : Hon. LEUNG Kwan-yuen, Andrew

Reply :

- (a) The estimated expenditure for the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) is \$38 million. The estimated expenditure for 2011-12 is \$6.8 million for primary schools and \$2.1 million for secondary schools. They constitute 0.06% and 0.01% of the total expenditures on primary and secondary education respectively. It is noteworthy that this is a pilot project that aims to try out an enhancement of the support services. It is conducted on top of the existing support measures for students with special educational needs, including those with ASD.

- (b) The pilot project will comprise (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. Support and training for teachers is an integral part of the project. For part (a) of the project, we will commission non-governmental organisations and / or tertiary institutions which have 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. The teachers in the participating schools will be invited to participate in the training sessions so that they can observe the ASD specific strategies used in the coaching. Debriefing sessions for teachers after the training sessions will be conducted to help the teachers master and transfer the intervention strategies to the classroom settings. For part (b) of the project, about thirty primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. Upon the completion of the pilot project, the effective intervention strategies and operation procedures will be compiled into an operation manual for dissemination to all primary schools in Hong Kong.
- (c) Through the pilot project, we aim to provide direct group training to about 40% of the students with ASD, which means approximately 1 100 primary and secondary students. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and the service providers.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB055**

Question Serial No.

0402

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 plans to make a provision of \$3,341.2 million for other educational services and subsidies in 2011-12. Will the Administration provide information including the amount of provision for each of the following items and its percentage share, as well as the details of the utilisation of the provision?

- (a) subsidising 4 000 primary and secondary school students to join Mainland exchange programmes;
- (b) developing teaching resources and an assessment bank for promoting Basic Law education;
- (c) inviting the Curriculum Development Council to review the curriculum framework for moral and civic education at primary and secondary levels, and to develop an independent subject on moral and national education; and
- (d) providing support to the Hong Kong Education City for the delivery of education information to schools, teachers, parents and the public through an e-platform.

Asked by : Hon. LEUNG Kwan-yuen, Andrew

Reply :

- (a) An additional \$8 million is estimated to be required for providing 4 000 more places for primary and secondary school students to join Mainland exchange programmes in the 2011/12 school year. In terms of percentage share, it represents about 0.2% of the total estimate of \$3,341.2 million allocated to Programme (5) Other Educational Services and Subsidies.
- (b) The Education Bureau is developing learning and teaching resources and an assessment bank for promoting Basic Law education. They will be delivered to all local primary and secondary schools in the 2011/12 school year. In 2011-12, the estimated expenditure for this new initiative is \$16.8 million, representing 0.5% of the total estimate of \$3,341.2 million allocated to Programme (5) Other Educational Services and Subsidies.

- (c) The Ad Hoc Committee on Moral and National Education under the Curriculum Development Council was set up in November 2010 to review the curriculum framework for moral and civic education, and develop an independent subject on moral and national education. Stakeholders' views on the draft framework will be invited. We aim to finalise the curriculum guide in early 2012. We shall be better placed to estimate the expenditure required to implement the new subject after the curriculum guide has been finalised and the requirement will be duly reflected in the draft Estimates for 2012-13.
- (d) The Government provides subvention to the Hong Kong Education City Limited (HKECL) for the delivery of quality education information and services to the education community and the public through an electronic platform. For instance, the HKECL website hosts learning and teaching materials from different sources for direct use or adaptation by teachers, and online learning programmes for students. The HKECL website also serves as a professional education portal to support the education community. In the coming years, the HKECL will place emphasis on developing partnerships with various stakeholders to extend its services, such as operating an e-platform to facilitate the online transactions of e-learning resources, enriching the resources depository and providing Web 2.0 services and tools. In 2011-12, the estimated subvention for the HKECL is \$28.2 million, representing 0.8% of the total estimate of \$3,341.2 million for Programme (5) Other Educational Services and Subsidies.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 11 March 2011 \_\_\_\_\_



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB056**

Question Serial No.

0278

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 :

Regarding primary education, please provide the following information :

- (a) The number of time-limited teaching posts to be lapsed in the 2011/12 school year and the expenditure involved.
- (b) Are there any new education initiatives that require the appointment of time-limited teaching posts in the 2011/12 school year? If yes, please list the items to be covered by the new education initiatives, the appointment period of these posts and the expenditures involved.

Asked by : Hon. IP Wai-ming

Reply :

In the 2010/11 school year, 300 time-limited teaching posts with an estimated cost of about \$100 million have been provided to public sector primary schools implementing small class teaching to devise pedagogical strategies and resources under a small class context. These strategies and resources will be disseminated and compiled for future reference so as to enhance the effectiveness of learning and teaching.

Time-limited teaching posts are basically teacher employment on temporary terms. In considering whether or not time-limited teaching posts should be provided to public sector primary schools, the Administration would take into account a host of factors such as provision of funding for schools to put in place support measures under various education initiatives which schools have the discretion to make school-based decision on the engagement or otherwise of teachers on a temporary basis, redeployment of resources by individual schools, development planning of individual schools, etc.. No new funding has been earmarked for such provision in the 2011/12 school year as of now.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB057**

Question Serial No.

0279

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the section on "Matters Requiring Special Attention in 2011-12", the Education Bureau will launch a three-year pilot scheme to improve autistic students' communication, emotion management and learning skills. In this connection, please provide the following information:

- (a) How many secondary schools will be covered by the pilot scheme?
- (b) What are the criteria for selecting schools to participate in the scheme?
- (c) What are the criteria for determining the amount of subsidy to be received by each secondary school?
- (d) How many students are expected to be benefited?
- (e) When and how to evaluate the effectiveness of the pilot scheme?
- (f) Will relevant in-service training be provided for teachers in parallel with the launch of the pilot scheme? If so, how many training places will be offered and what is the expenditure involved?

Asked by : Hon. IP Wai-ming

Reply :

(a) and (d)

Under the pilot project, structured on-top group training will be provided for students with autism spectrum disorders (ASD) in secondary schools. We estimate that around 30 secondary schools will be included in the project. The target is to cover about 40% of the students with ASD in secondary schools, which means around 300 secondary school students.

- (b) We will give priority to secondary schools with larger clusters of students with ASD. Participating schools will be requested to deploy their teachers to join the group sessions to broaden their understanding and skills in supporting students with ASD.
- (c) Under the project, the Education Bureau (EDB) will commission non-governmental organisations and / or tertiary institutions which have 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. The number of groups allocated for each school will depend on the number of ASD students on roll. The cost will be borne by EDB. Therefore, what schools will get will be free professional support for students rather than additional funding for individual participating schools
- (e) EDB officers will conduct on-site visits to evaluate the quality of the training. A steering committee will be formed to oversee and monitor the service. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and the service providers.
- (f) Teachers in the participating schools will be invited to observe the ASD specific strategies deployed in the group coaching. Debriefing sessions for teachers after the training sessions will help teachers master and transfer the intervention strategies to the classroom settings. As such teacher training is an integral part of the pilot project, we are unable to attribute a specific and precise portion of the estimated funding required to teacher training.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 14 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB058**

Question Serial No.

0280

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 section on “Matters Requiring Special Attention in 2011-12”, the Education Bureau will launch a three-year pilot scheme to improve autistic students’ communication, emotion management and learning skills. In this connection, please provide the following information:

- (a) How many primary schools will be covered by the pilot scheme?
- (b) What are the criteria for selecting schools to participate in the scheme?
- (c) What are the criteria for determining the amount of subsidy to be received by each primary school?
- (d) How many students are expected to be benefited?
- (e) When and how to evaluate the effectiveness of the pilot scheme?
- (f) Will relevant in-service training be provided for teachers in parallel with the launch of the pilot scheme? If so, how many training places will be offered and what is the expenditure involved?

Asked by : Hon. IP Wai-ming

Reply :

(a) and (d)

The three-year pilot project on enhancement of support services for students with autism spectrum disorders (ASD) will comprise two elements – first, a structured on-top group training for students with ASD and then, the development of a comprehensive school support model for early intervention of students with ASD. We expect that some schools will take part in on-top group training only while some will take both elements. It is estimated that altogether around 50 public sector primary schools will be included in the project. The target is to cover about 40% of the students with ASD in primary schools, which means around 800 primary school students.

- (b) We will give priority to primary schools with larger clusters of students with ASD. Participating schools will be requested to deploy their teachers to join the group training to broaden their understanding and skills in supporting students with ASD, as well as to try out the ASD specific intervention strategies to facilitate the development of the comprehensive school support model.
- (c) The small group training for students with ASD will be provided by service providers commissioned by the Education Bureau (EDB). The number of groups allocated for each school will depend on the number of ASD students. Training cost will be borne by EDB. Therefore, what schools will get will be free professional support for student rather than additional funding for individual participating schools. In respect of the development of a model for early intervention by schools, participating schools will be supported by educational psychologists to develop and try out the school support model. As the pilot schools will need to create room for the teachers to develop and try out the assessment tools and intervention strategies, as well as consolidate their knowledge and experience in an operation manual for dissemination to all schools in Hong Kong at the completion of the project, we will provide additional funding for the schools to employ teaching assistants during the piloting period.
- (e) EDB officers will conduct on-site visits to evaluate the quality of the small group training. A steering committee will be formed to oversee and monitor the service. In respect of the school support model for early intervention, data on the progress of the students, skills of the teachers and parents will be systematically gathered to assess the validity and effectiveness of the proposed model. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and the service providers.
- (f) Teachers in the participating schools will be invited to observe the ASD specific strategies in the group coaching. Debriefing sessions for teachers after the training sessions will help the teachers master and transfer the intervention strategies to the classroom settings. To facilitate the development of an optimal model for early intervention, we will conduct school-based workshops for the pilot schools on the ingredients and best practices of a successful implementation of the comprehensive school support model. Upon the completion of the pilot project, the effective intervention strategies and operation procedures will be compiled into an operation manual for dissemination to all primary schools in Hong Kong. As such teacher training is an integral part of the pilot project, we are unable to attribute a specific and precise portion of the estimated funding required to teacher training.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB059**

Question Serial No.

2388

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 will be the amount of additional funds to be provided, and the specific measures to be taken, for the expansion of career development advisory and support services to students and graduates during 2011-12?

Asked by : Hon. IP Wai-ming

Reply :

In the 2010/11 and 2011/12 academic years, the Vocational Training Council will continue to provide and reinforce a wide range of career advisory and support services, including a Job Information System, a dedicated career web platform, career advisory training and personalised career clinics, to its students and graduates. The career web platform will be further developed into a more interactive career portal in the 2011/12 academic year.

The total recurrent expenditure for the career advisory and support services is about \$8 million each in the 2010/11 and 2011/12 academic years. Non-recurrent expenditure of about \$1.7 million and \$3 million will also be expended in the 2010/11 and 2011/12 academic years respectively to enhance the Job Information System.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB060**

Question Serial No.

0281

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 :

To tie in with the implementation of small class teaching, will the Administration increase the relevant subsidy for teacher training and the number of training programmes in the 2011/12 school year? If yes, please list the names of these programmes, the number of training places and the estimated expenditure involved.

Asked by : Hon. PAN Pey-chyou

Reply :

We will continue to organise in the 2011/12 school year 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 the 2011/12 school year, including the planned number of places for teachers and/or schools, 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 2011-12. 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 \_\_\_\_\_ 11 March 2011

**List of professional training and support activities planned for the 2011/12 school year**

<b>Planned Professional Training and Support Activities</b>	<b>Planned Number of Places</b> <sup>Note 1</sup>
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	480 <sup>Note 2</sup>
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	80 schools
School networking under the Professional Development Schools Scheme for professional support as well as sharing of experiences and resources at monthly intervals	30 schools
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	50
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	1 000
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	all schools

Notes:

1. Schools instead of places are the target. A ceiling for places has not been set when schools are the target.
2. This constitutes the minimum number of places to be offered by the service providers.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB061**

Question Serial No.

**0282**

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 2009/10 school year, there were actually 53 primary schools participating in the Collaborative Research and Development ("Seed") Projects on curriculum development. In the 2010/11 school year, the number of participating schools decreased to 38. It is estimated that the number of participating schools will further decrease to 35 in the 2011/12 school year. In this connection, please provide:

- (a) the reason(s) for the significant decrease in the number of participating schools;
- (b) the number of students participating in the projects in the 2011/12 school year, and the estimated expenditure and staffing arrangements of the projects.

Asked by : Hon. PAN Pey-chyou

Reply :

(a) To support the improvement of learning and teaching in schools, the Curriculum Development Institute of 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.

(b) Since the recruitment of schools to participate in the projects in the 2011/12 school year has not yet completed, we cannot provide any figures on the number of participating students.

The expenditure of the Collaborative Research and Development ("Seed") Projects is primarily on the salaries of 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 actual expenditure in the 2011/12 school year is not yet available, but the estimates of expenditure are as follows:

- \$3.5 million will be spent on projects that will be implemented at primary school level *only*; and
- \$9.7 million will be spent on projects that will be implemented at *both* primary and secondary levels.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB062

Head : 156 Government Secretariat :  
Education Bureau

Subhead (No. & title) :

Question Serial No.

0283

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the 2009/10 school year, there were actually 43 secondary schools participating in the Collaborative Research and Development (“Seed”) Projects on curriculum development. It is estimated that the number of participating schools will significantly decrease to 29 in the 2011/12 school year. In this connection, please provide:

- (a) the reason(s) for the significant decrease in the number of participating schools;
- (b) the number of students participating in the projects in the 2011/12 school year, and the estimated expenditure and staffing arrangements of the projects.

Asked by : Hon. PAN Pey-chyou

Reply :

(a) To support the improvement of learning and teaching in schools, the Curriculum Development Institute of 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.

(b) Since the recruitment of schools to participate in the projects in the 2011/12 school year has not yet completed, we cannot provide any figures on the number of participating students.

The expenditure of the Collaborative Research and Development (“Seed”) Projects is primarily on the salaries of 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 actual expenditure in the 2011/12 school year is not yet available, but the estimates of expenditure are as follows:

- \$7.8 million will be spent on projects that will be implemented at secondary school level *only*; and
- \$9.7 million will be spent on projects that will be implemented at *both* primary and secondary levels.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011



(b) The plan is as follows:

School Year	Primary Students*		Secondary Students*		Total
	Number	Percentage	Number	Percentage	
2011/12	18 500	45%	23 000	55%	41 500
2012/13	20 000	43%	26 000	57%	46 000
2013/14	21 500	43%	29 000	57%	50 500
2014/15	23 000	42%	32 000	58%	55 000
2015/16	24 500	41%	35 000	59%	59 500

\* The above is for planning purpose only.

Each participant will be subsidised 70% of the cost of the trip. Under the existing practice, should the demand for the programmes be greater than the provision, we will give priority to those schools that have not yet participated in any of the exchange programme before.

(c) Currently, participating schools are expected to conduct post-activity evaluation or debriefing session for providing feedback to the Government on the quality of the programme and for disseminating learning outcomes.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB064**

Question Serial No.

2061

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under the matters requiring special attention in 2011-12, the Administration states that it 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. In this connection, please provide the following information:

- (a) The number of special school students who need to extend their years of study and their reasons for extension.
- (b) The coverage and details of the improvement measures.
- (c) The form of assessment and effectiveness of the improvement measures.
- (d) A breakdown of the estimated expenditure for these measures in 2011-12.

Asked by : Hon. PAN Pey-chyou

Reply :

(a) and (b):

In the 2011/12 school year, the Education Bureau (EDB) will continue 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 judgement 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 under the above mechanism to extend their years of study in the 2010/11 school year. Reasons for extension include frequent absence from school, major disruptions in learning, serious adaptation problems, and other considerations such as learning progress of the students.

- (c) To ensure smooth implementation of the improvement measures on EoS, we have organised briefing sessions for special schools to align practices. We have also been monitoring the implementation of the improvement measures in special schools continuously through various means, including on-site inspection, scrutinising the documentation kept by the school and verifying the student data through the enhanced computer system on special education. The implementation of the improvement measures has been smooth in general.
- (d) For planning purpose, we have made provision for about 500 such additional places in the 2011/12 school year. The full-year effect of the recurrent expenditure is estimated to be around \$300 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB065**

Question Serial No.

0460

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 2011-12", it is stated that the Education Bureau will continue to improve the learning and teaching of the English Language in primary schools. Will the Administration advise the Committee on the following:

- (a) what measures it will continue to implement in the 2011/12 school year to improve the learning and teaching of the English Language in primary schools and whether it has any plan to implement new measures;
- (b) the manpower and expenditure to be involved in implementing various measures; and
- (c) when and how to assess the effectiveness of these measures?

Asked by : Hon. WONG Kwok-kin

Reply :

In 2011-12, 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 2011-12 is \$494.3 million, of which \$158.7 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 cost is absorbed by the staff establishment of Education Bureau. Hence no separate breakdown on staff deployment and cost is available.

<b>A. Grants to schools</b>		
*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.  Five staff are involved and the respective staff cost is \$1.7 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>B. School-based support</b>		
*1.	Task Force on Language Support	<p>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).</p> <p>67 staff are involved and the respective staff cost is \$32 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.</p>
<b>C. Professional development</b>		
**1.	Supply teachers to schools to release teachers to study tailor-made courses	To facilitate the release of primary school English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications.
*2.	Overseas Immersion Programme for English Language Teachers in Primary Schools in Hong Kong	<p>To subsidise (i) English Language teachers of primary schools to participate in overseas courses to improve their language proficiency, English Language curriculum planning and teaching skills; (ii) principals of primary schools to participate in overseas courses to improve English Language curriculum planning and implementation.</p> <p>Two staff are involved and the respective staff cost is \$0.3 million.</p>
*3.	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>Three staff are involved and the respective staff cost is \$0.22 million.</p>
4.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Upon graduation, awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years, depending on the type of programmes pursued.
5.	Professional development programmes	To help schools to implement the English Language curriculum more effectively, different professional development programmes, including self-run and commissioned ones, are conducted.



6.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on reading, writing, listening and creativity).
<b>D. Creating a facilitating environment for English learning</b>		
1.	Primary Native-speaking English Teacher (NET) Scheme	To enrich the English Language environment and add authenticity to the context in which Hong Kong students learn and use English. In general, each public sector primary school with six or more operating classes is provided with a NET, irrespective of the student enrolment.
#*2.	English Alliance – Stories Alive	To build on the learning experiences gained in the Drama-in-Education English Alliance. Through storytelling in the teaching and learning of English Language at lower and upper primary level, this initiative aims to raise students' interest in English Language and to enhance their language skills.  One staff is involved and the respective staff cost is \$0.07 million.
#*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 (NGOs) with a track record of delivering interesting and interactive educational programmes in English at their community facilities and/or premises.  One staff is involved and the respective staff cost is \$0.13 million.
#*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

# Launched in the 2010/11 school year

Upon completion of the projects, schools are required to submit reports to the Government and which reports should include an evaluation of the effectiveness of the projects in terms of the targets achieved. In the course of the projects, school visits and lesson observations will also be conducted. For school-based support measures, schools are also required to provide feedback on the support services on teacher development and curriculum development. For measures on professional development of teachers, we will monitor changes in the professional qualifications of English Language teachers every year. Performance of scholarship-awardees will be assessed

on an annual basis before their graduation. Their teaching effectiveness in local schools after graduation will also be assessed. For projects on creating an English Language environment, questionnaire surveys, focus group meetings, visits to project activities, etc., will be conducted to gauge effectiveness and identify good practices.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 11 March 2011 _____

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB066

Question Serial No.

0461

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 the 2011/12 school year, the number of government and aided primary schools is estimated at 456. In this connection, would the Administration please provide the following information:

- (a) The respective numbers and percentages of government and aided primary schools.
- (b) How many government and aided primary schools does the Administration expect not to be operating on a whole-day basis yet in the 2011/12 school year respectively? What are the reasons of these schools, if any, for not converting into such operation?
- (c) A comparison on the differences in the estimated expenditure between whole-day and non whole-day government and aided primary schools.

Asked by : Hon. WONG Kwok-kin

Reply :

- (a) Among the 456 government and aided primary schools in the 2011/12 school year, there are 422 aided primary schools (92.5%) and 34 government primary schools (7.5%).
- (b) We anticipate that in the 2011/12 school year, seven schools will still be operating in bi-sessional mode, including six aided and one government schools. Among them, three schools already have agreed plans for whole-day conversion. For the four remaining schools which have yet to formulate their whole-day conversion plans, one was allocated a vacant school premises in 2010 and the school is working on the conversion plan. For the remaining three, we are actively identifying suitable school sites and liaising with the schools.

- (c) The teaching staff entitlements for whole-day and bi-sessional primary schools are different mainly because of their different teacher-to-class ratios (1.4:1 for whole-day and 1.3:1 for bi-sessional). Also, the rates in respect of some grants for whole-day primary schools are higher, e.g. Class Grant, Composite Furniture and Equipment Grant, etc. Apart from the above, the parameters for most grants distributed to whole-day and bi-sessional primary schools are the same as they are largely based on the approved number of classes or number of students.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB067**

Question Serial No.

2806

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) Regarding the financial provision of \$1,710.8 million under Programme (6) Vocational Education for 2010-11, what were the percentages of funds allocated to various member institutions of the Vocational Training Council (VTC), and what was the share of administrative cost in the provision?
- (b) What were the numbers of student places and the graduate employment rates in respect of full-time and part-time vocational education provided by the member institutions of the VTC in the 2009/10 and 2010/11 academic years? Please explain how the employment rates have been worked out.

(Member institutions of VTC refer to the Institute of Professional Education And Knowledge (PEAK), the School for Higher and Professional Education (SHAPE), the Hong Kong Institute of Vocational Education (IVE), the Hong Kong Design Institute (HKDI), the School of Business and Information Systems (SBI), the Hospitality Industry Training and Development Centre (HITDC), the Chinese Cuisine training Institute (CCTI), the Maritime Services Training Institute (MSTI), the Youth College, Training and Development Centre, the Integrated Vocational Development Centre (IVDC), the Yeo Chei Man Senior Secondary School and the Skills Centre.)

Asked by :      Hon. WONG Kwok-kin

Reply :

- (a) Government subvention under this programme area supports vocational education programmes offered by the member institutions of the Vocational Training Council (VTC), including the Hong Kong Institute of Vocational Education (IVE), Hong Kong Design Institute (HKDI), Youth Colleges (YCs), Pro-act Centres (Pro-act), Hospitality Industry Training and Development Centre (HITDC), Chinese Cuisine Training Institute (CCTI) and Maritime Services Training Institute (MSTI). The distribution of subvention among these institutes is set out below -

(a) IVE including HKDI	69.1%
(b) Pro-act Centres and YCs	22.4%
(c) HITDC & CCTI	8.3%
(d) MSTI	0.2%
	100.0%

The above provision includes cost for central administration of about 7.3%. The other member institutions of VTC either do not receive Government subventions as they operate self-financed programmes, or receive funding from other sources (e.g. The Teo Chi Man Senior Secondary School is a direct subsidy school, and the Skills Centres are funded by subvention under the Labour and Welfare Bureau, etc.).

- (b) The numbers of full-time and part-time places of VTC courses in the 2009/10 and 2010/11 academic years are as follows -

	2009/10	2010/11
	Enrolment	Planned #
Full-time	51 861	49 000
Part-time	32 091	40 400

# *As some courses adopt staggered intake over the year, the actual enrolment figure will only be available at end of the academic year, hence planned figures are shown here.*

VTC conducts annual employment surveys on the graduates of its full-time courses six months after graduation. Upon completion of their programmes, some VTC graduates may pursue further studies and some seek employment. The employment rates are defined as the number of economically active graduates who are in employment at the time of survey (that is, excluding those who pursue further studies). The overall employment rates of the cohort of graduates of the 2009/10 academic year are as follows -

	Employment rate
IVE, HKDI, SBI and YCs	87%
Pro-act, HITDC, CCTI and MSTI	95%
SHAPE	86%

The employment survey on the cohort of graduates of the 2010/11 academic year will be conducted in due course.

Employment surveys are not conducted on students of part-time courses who are mostly working adults.

Signature \_\_\_\_\_  
 Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
 Post Title \_\_\_\_\_ Permanent Secretary for Education  
 Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB068**

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

Question Serial No.

2807

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 the 2010/11 academic year.

Asked by : Hon. WONG Kwok-kin

Reply :

The vocational education (VE) programmes offered by the Vocational Training Council are broadly grouped into nine academic disciplines, viz. Applied Science (AS), Business Administration (BA), Child Education and Community Services (CECS), Construction (CN), Design, Printing, Textiles and Clothing (DPTC), Electrical and Electronic Engineering (EE), Hotel, Services and Tourism Studies (HoSTS), Information Technology (IT), and Mechanical, Manufacturing and Industrial Engineering (MMI). In the 2010/11 academic year, a total of 48 935 full-time places and 40 404 part-time places are planned, among which 31 222 and 4 430 are subvented places respectively. The breakdown of the planned places and enrolment by discipline is as follows -

Discipline	Full-Time			Part-Time		
	Number of courses	Planned places	Projected Enrolment #	Number of courses	Planned places	Projected Enrolment #
AS	26	2 528	2 683	12	925	949
BA	79	14 185	14 370	50	10 317	10 192
CECS	5	983	1 080	5	6 562	6 655
CN	15	2 287	2 551	24	3 739	3 704
DPTC	94	6 899	6 961	83	7 235	6 939
EE	23	3 561	3 469	19	4 146	4 215
HoSTS	71	6 844	6 652	4	1 387	1 389
IT	38	6 315	6 668	25	2 715	2 592
MMI	44	5 333	5 210	25	3 378	3 459
<b>Total</b>	<b>395</b>	<b>48 935</b>	<b>49 644</b>	<b>247</b>	<b>40 404</b>	<b>40 094</b>

*# As some courses adopt staggered intake throughout the year, the actual enrolment figures will only be available at the end of the academic year. Hence, projected figures are shown here.*

The distribution of subvention among these disciplines in 2010-11 is set out below -

<b>Discipline</b>	<b>Subvention \$ million (Revised Estimate)</b>
AS	111.3
BA	191.9
CECS	49.2
CN	124.2
DPTC	266.1
EE	202.8
HoSTS	250.6
IT	217.7
MMI	297.0
<b>Total</b>	<b>1,710.8</b>

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011





Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB070**

Head : 156 Government Secretariat  
Education Bureau

Subhead (No. & title) :

Question Serial No.

0483

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In 2011-12, the Government arranges professional development and exchange programmes for teachers to strengthen the promotion of national education. Regarding 2007-08 to 2011-12, will the Government inform us of:

- (a) the provision or estimated provision for the programmes;
- (b) the number of teachers involved; and
- (c) information about the collaboration with non-governmental organisations?

Asked by : Hon. HO Chun-yan, Albert

Reply :

The provision, number of teachers involved and information about the collaboration with non-governmental organisations in respect of professional development and exchange programmes for teachers to strengthen the promotion of national education are listed below.

- (a) The provision for the professional development and exchange programmes for teachers in the years 2007-08 to 2009-10 are:

Year	Actual Expenditure (\$million)
2007-08	4.9
2008-09	5.1
2009-10	6.7

The estimated provision for the professional development and exchange programmes for teachers in the years 2010-11 to 2011-12 are:

Year	Estimated Expenditure (\$million)
2010-11	7.3
2011-12	7.6

- (b) The number of teachers involved in the professional development and exchange programmes in the years 2007-08 to 2009-10 are:

Year	Actual Number of Teachers Involved
2007-08	3 800
2008-09	6 700
2009-10	6 000

The estimated number of teachers involved in the professional development and exchange programmes in the years 2010-11 to 2011-12 are:

Year	Estimated Number of Teachers Involved
2010-11	9 300
2011-12	9 500

- (c) Details of the collaboration with non-governmental organisations in the professional development and exchange programmes for teachers in the years 2007-08 to 2011-12:

Name of Organisation	Year running the programme				
	2011-12*	2010-11	2009-10	2008-09	2007-08
National Education Centre (國民教育中心)	✓	✓	✓	✓	✓
National Education Services Centre (國民教育服務中心)	✓	✓	✓	✓	
Hong Kong Chinese History Association (香港中國歷史學會)					✓
Confucius Institute of Hong Kong (香港孔子學院)		✓	✓	✓	
The Amateur Sports Federation & Olympic Committee of Hong Kong (港協暨奧委會)				✓	
Hong Kong University Graduates Association Education Foundation (香港大學畢業同學會教育基金)		✓	✓	✓	
The Chinese University of Hong Kong - Department of Sociology (中文大學社會學系)				✓	
The Hong Kong Polytechnic University (理工大學)			✓		
The Hong Kong Institute of Education (教育學院)	✓	✓	✓		
East Asian Games (HK) Limited (東亞運公司)			✓		
Hong Kong Liberal Studies Association (香港通識教育會)		✓			
The Hong Kong University of Science & Technology (香港科技大學)	✓				
Joint Committee of the Promotion of the Basic Law of Hong Kong (香港基本法推介聯席會議)	✓			✓	✓

Name of Organisation	Year running the programme				
	2011-12*	2010-11	2009-10	2008-09	2007-08
Hong Kong New Generation Cultural Association (香港新一代文化協會)					✓
Hong Kong Teachers Drama Association (香港教師戲劇會)				✓	
Hok Yau Club (學友社)		✓	✓		
The Chinese University of Hong Kong - Centre For University & School Partnership (香港中文大學 - 大學與學校夥伴協作中心)			✓		
通識教育交流協會		✓			

\* The list is tentative. In the course of 2011-12, we shall continue to invite non-governmental organisations 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 \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB071**

Question Serial No.

0562

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 :

Please provide the following information on Secondary Education:

- (a) The number of schools and students in the 2009/10 and 2010/11 school years by district.
- (b) Have resources been earmarked in the 2010/11 and 2011/12 school years for fully implementing small class teaching in secondary schools and for operating small classes in Band Three secondary schools? If yes, what is the respective expenditure?

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

- a. The number of public sector secondary schools and students in the 2009/10 and 2010/11 school years by district are tabulated at Annex.
- b. We have been providing additional teachers to secondary schools admitting Band Three students to support the academically low achievers since the 2006/07 school year. In the 2010/11 and 2011/12 school years, about 700 additional graduate teachers have been/will be provided to these schools, involving an annual recurrent expenditure of about \$300 million. With this measure, schools can flexibly deploy the additional teachers according to school-based needs to facilitate the implementation of whole-school approach to cater for the academically low achievers and to arrange for small group teaching when the need arises.

We have not included any provision for the implementation of small class teaching (SCT) in secondary schools in the 2010/11 and 2011/12 school year. SCT is a method of teaching which international studies have suggested is most effective when students are small and its effectiveness tends to wane as students age. Nonetheless, taking advantage of the introduction of the new senior 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.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_

Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_

Date \_\_\_\_\_ 11 March 2011 \_\_\_\_\_

District	2009/10 school year		2010/11 school year	
	No. of Schools	No. of Students	No. of Schools	No. of Students
Central & Western	9	9 456	9	9 118
Wan Chai	13	12 381	13	11 679
Eastern	28	26 161	28	24 778
Southern	14	11 768	14	10 997
Yau Tsim Mong	15	15 190	15	14 596
Sham Shui Po	17	17 485	17	16 825
Kowloon City	31	31 739	31	30 405
Wong Tai Sin	23	22 855	23	21 631
Kwun Tong	28	29 392	28	28 422
Sai Kung	19	19 427	19	18 715
Sha Tin	40	38 084	40	35 765
Tai Po	21	18 744	21	17 004
North	19	19 339	19	18 564
Yuen Long	34	35 382	34	34 311
Tuen Mun	38	36 168	38	33 954
Tsuen Wan	14	13 600	14	13 316
Kwai Tsing	31	31 721	31	30 389
Islands	8	6 467	8	6 261

Notes:

1. Figures include government, aided and caput secondary day schools only, but not special schools.
2. Figures on students refer to the position as at September of the respective school years.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB072

Question Serial No.

1683

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 three-year pilot scheme will be launched to develop major support strategies for improving autistic students' communication, emotional management and learning skills in the 2010/11 school year. Please provide the following information:

- (1) What are the details of the pilot scheme?
- (2) What is the estimated number of autistic students at present?
- (3) What amount of expenditure involved in the pilot scheme?

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

- (1) We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise (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, the Education Bureau will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover about 40% of the students with ASD in primary and secondary schools, which means around 800 primary and 300 secondary students. For part (b) of the project, about thirty primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and the service providers.

- (2) At present there are about 2 800 students with ASD in public sector ordinary primary and secondary schools.
- (3) The estimated expenditure for the three-year pilot project is \$38 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB073**

Question Serial No.

1684

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 situation of bundled sale and purchase of textbooks and teaching materials, the Administration has implemented the “debundling” policy and enforced the principle of user-pays so that parents will no longer have to pay for the cost of teaching materials and their financial burden will be alleviated.

How much textbook assistance grant has been saved since the implementation of the “debundling” policy by the Administration in the 2010/11 school year?

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The “debundling” policy was originally scheduled for implementation in the 2010/11 school year. The Education Bureau decided to postpone the implementation of the “debundling” policy until the 2011/12 school year in view of the time needed for textbook publishers to clear the copyrights of a large number of teaching resources which had been provided to schools free of charge, as well as the efforts publishers had made in freezing textbook price for the 2010/11 school year. Since the “debundling” policy has yet to be implemented, there has not been any savings in respect of the School Textbook Assistance Scheme in the 2010/11 school year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB074**

Question Serial No.

1685

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 estimated financial provision for 2011-12 under this Programme is \$1,959.8 million, a significant decrease of 15% as compared with 2010-11. Please elaborate on the reasons for this significant decrease in the expenditure. There is also a big difference between the revised provision and the original estimate for 2010-11. The revised amount is \$2,306.1 million, a 20% increase on the original estimate of \$1,909.3 million. Please elaborate on the reasons for this significant increase in the estimate.

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The estimated financial provision for 2011-12 under Programme (7) Policy and Support is \$346.3 million (15.0%) lower than the revised estimate for 2010-11. This is mainly due to the completion of a one-off injection of \$500 million into the Language Fund in 2010-11.

The revised estimate for 2010-11 is \$396.8 million (20.8%) higher than its original estimate. This is mainly due to the in-year injection of \$500 million into the Language Fund in 2010-11, which was not included in the original estimate.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry TSE

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 10 March 2011



知識增益課程), “Hong Kong Teachers Mainland Exchange Programme” (「根脈相連」－香港教師內地交流計劃), “National Day Visit to Beijing cum Professional Development Programme” (國慶訪京暨專業交流團), etc.

Resources allocated for the promotion of national education in schools, including the provision of professional development programmes for teachers, development of learning and teaching materials, and organising Mainland exchange activities for students and teachers, for the years 2009-10, 2010-11 and 2011-12 are shown below:

Year	Estimated Expenditure (\$ million)
2009-10	67
2010-11	78.6
2011-12	95.7

- (b) The non-governmental organisations commissioned or sponsored to run Mainland exchange programmes are non-profit making. The organisations involved in 2009-10 and 2010-11 are:

Name of Organisation	2009-10	2010-11
1. Hong Kong Federation of Education Workers Organization 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 Centres Limited (國民教育服務中心)	✓	✓
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 Tennaage 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 the 2006/07 to 08/09 school year	✓	
15. Hong Kong-Shanghai Youth Exchange Promotion Association (滬港青年交流促進會)		✓

Name of Organisation	2009-10	2010-11
16. World Trade Centre Club Hong Kong (世界貿易中心協會(香港))		✓
17. China Young 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)		✓

For 2011-12, the National Education Centre Limited and the National Education Services Centres Limited will continue to provide the service, and we will continue to commission other non-governmental organisations to organize the exchange programmes.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB076**

Question Serial No.

1688

Head : 156 Government Secretariat:  
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding pre-primary education, please provide the numbers of non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme (PEVS), private independent kindergartens joining PEVS during the transitional period and private independent kindergartens not joining PEVS as well as the average school fees of these kindergartens by district in the 2010/11 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 2010/11 school year (sy) as well as the average school fees of these KGs by district are provided at the Appendix.

Note : The 3-year transitional arrangement under which PI KGs may join the PEVS has come to an end upon the completion of the 2009/10 sy. Hence, there are no PI KGs joining the PEVS in the 2010/11 sy.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

**Number of NPM KGs joining the PEVS and local PI KGs not joining the PEVS in the 2010/11 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 of local half-day classes under the PEVS \$ <sup>Note</sup>	Average school fee of local whole-day classes under the PEVS \$ <sup>Note</sup>	No.	Average school fee of half-day classes \$	Average school fee of whole-day classes \$
Central & Western	26	21,100	33,400	2	57,000	75,600
Wan Chai	21	21,700	34,200	1	38,400	--
Eastern	59	20,800	31,500	14	54,900	58,900
Southern	19	19,000	30,500	4	47,700	65,000
Sham Shui Po	40	18,700	30,900	1	18,600	33,600
Yau Tsim Mong	29	20,900	31,500	6	47,300	38,600
Kowloon City	47	20,500	33,800	19	35,600	57,600
Wong Tai Sin	46	15,900	28,100	0	--	--
Kwun Tong	68	17,900	29,200	1 <sup>#</sup>	--	--
Tsuen Wan	30	19,500	31,100	5	32,900	48,300
Tuen Mun	58	17,600	29,500	5	26,900	48,100
Yuen Long	66	16,900	29,100	5	34,700	51,400
North	40	17,600	29,200	4	27,700	44,500
Tai Po	26	18,200	29,700	6	33,400	56,900
Sha Tin	57	19,300	29,500	10	32,400	48,700
Sai Kung	42	18,200	29,000	8	32,000	49,400
Islands	24	17,100	28,500	3	46,500	67,300
Kwai Tsing	59	19,100	30,300	2	37,100	--

#The kindergarten-cum-child care centre operates service groups for children aged 2-3 only in the 2010/11 school year.

Note: For reference, in the 2010/11 school year, the lowest school fees for half-day and whole-day KGs joining the PEVS are \$10,000 and \$15,840 respectively, whereas the highest school fees for half-day and whole-day KGs are \$24,000 and \$48,000 respectively.





<b>Economies</b>	<b>Total funding for R&amp;D (% GDP)</b>	<b>Private Sector funding<sup>1</sup> (% GDP)</b>	<b>Public Sector funding (% GDP)</b>
Japan <sup>6</sup>	3.42	2.74	0.69
South Korea <sup>7</sup>	3.37	2.59	0.79
New Zealand <sup>8</sup>	1.21	0.51	0.69
Singapore <sup>9</sup>	2.28	1.41	0.87
Switzerland <sup>10</sup>	3.01	2.26	0.75
Taiwan <sup>11</sup>	2.94	2.07	0.87
United Kingdom <sup>12</sup>	1.77	1.14	0.63
United States <sup>13</sup>	2.77	2.12	0.65

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

The Government has launched a series of initiatives to strengthen the software and hardware support to promote innovation and technology. Last year, funding for the development of Science Park Phase 3 was approved by the Legislative Council at an estimated cost of \$4.9 billion and the \$200 million R&D Cash Rebate Scheme was launched to encourage the business sector to invest more in applied R&D. Under this Scheme, enterprises conducting applied R&D projects may enjoy a cash rebate equivalent to 10% of their R&D investments.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 16 March 2011

<sup>6</sup> Source: Figure of 2008 from OECD, Main Science and Technology Indicators database, May 2010  
<sup>7</sup> Source: Figure of 2008 from OECD, Main Science and Technology Indicators database, May 2010  
<sup>8</sup> Source: Figure of 2007 from OECD, Main Science and Technology Indicators database, May 2010  
<sup>9</sup> Source: Figure of 2009 from National Survey of R&D in Singapore 2009  
<sup>10</sup> Source: Figure of 2008 from OECD, Main Science and Technology Indicators database, May 2010  
<sup>11</sup> Source: Figure of 2009 from Indicators of Science and Technology Taiwan 2010  
<sup>12</sup> Source: Figure of 2008 from OECD, Main Science and Technology Indicators database, May 2010  
<sup>13</sup> Source: Provisional figure of 2008 from OECD, Main Science and Technology Indicators database, May 2010

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB078**

Question Serial No.

1690

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

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The tuition fees of full-time locally-accredited self-financing first-year-first-degree programmes by institution and programme in the 2010/11 academic year are listed at Annex.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

**First Year Tuition Fees for  
Full-time Locally-accredited Self-financing First-Year-First-Degree Programmes  
by Institution and Programme (2010/11 Academic Year)**

<b>Institution</b>	<b>Programme</b>	<b>1<sup>st</sup> Year Fee (HK\$)</b>
Chu Hai College of Higher Education	Bachelor of Architecture (Honours) Degree Programme	\$50,500
	Bachelor of Arts (Honours) in Chinese Literature Degree Programme	\$49,000
	Bachelor of Arts (Honours) in Journalism & Communication Degree Programme	\$49,000
	Bachelor of Business Administration (Honours) Degree Programme	\$49,000
	Bachelor of Business Administration (Honours) in Business Information Systems Degree Programme	\$49,000
	Bachelor of Business Administration (Honours) in Finance Degree Programme	\$49,000
	Bachelor of Commerce (Honours) in Accounting and Banking Degree Programme	\$49,000
	Bachelor of Engineering (Honours) in Civil Engineering Degree Programme	\$49,000
	Bachelor of Science (Honours) in Architecture Degree Programme	\$49,000
	Bachelor of Science (Honours) in Computer Science Degree Programme	\$49,000
Hang Seng Management College	Bachelor of Business Administration (Honours)	\$50,000
	Bachelor of Business Administration (Honours) in Supply Chain Management	\$50,000
	Bachelor of Translation with Business (Honours)	\$50,000
Hong Kong Institute of Technology	Bachelor of Business [Southern Cross University]	\$42,120
	Bachelor of Information Technology [Southern Cross University]	\$42,120
Hong Kong Shue Yan University	Bachelor of Arts with Honours in Chinese Language and Literature	\$49,000
	Bachelor of Arts with Honours in Economics and Finance	\$49,000
	Bachelor of Arts with Honours in English	\$49,000
	Bachelor of Arts with Honours in History	\$49,000
	Bachelor of Arts with Honours in Journalism and Mass Communication	\$49,000
	Bachelor of Business Administration with Honours	\$49,000
	Bachelor of Commerce with Honours in Accounting	\$49,000
	Bachelor of Commerce with Honours in Law and Business	\$49,000
	Bachelor of Social Sciences with Honours in Counselling and Psychology	\$49,000
	Bachelor of Social Sciences with Honours in Psychology	\$49,000
	Bachelor of Social Sciences with Honours in Sociology	\$49,000
Bachelor of Social Work with Honours	\$49,000	
The Hong Kong Institute of Education	Bachelor of Music in Education (Honours) (Contemporary Music and Performance Pedagogy) Programme	\$78,000

<b>Institution</b>	<b>Programme</b>	<b>1<sup>st</sup> Year Fee (HK\$)</b>
The Open University of Hong Kong	Bachelor of Arts (Hons) in Chinese	\$48,925
	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	\$44,405
	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	\$40,600
	Bachelor of Education (Hons) in English Language Teaching and Bachelor of English Language Studies (Hons)	\$51,430
	Bachelor of Education (Hons)(English Strand) and Bachelor of Language Studies (English) (Hons) double degree	\$43,105
	Bachelor of English Language Studies (Hons)	\$52,080
	Bachelor of Language Studies (English) (Hons)	\$43,755
	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	\$41,250
	Bachelor of Science in Computer Engineering	\$41,250
	Bachelor of Social Sciences (Hons)	\$43,155
	Bachelor of Social Sciences (Hons) in Applied Social Studies	\$48,325
	Bachelor of Social Sciences (Hons) in Psychology	\$50,925

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**EDB079**

Question Serial No.

1691

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

It is estimated that there will be 399 public sector secondary schools in the 2011/12 school year, representing a reduction of three schools as compared with the 2010/11 school year. However, there will be 26 300 teachers in public sector secondary schools in the 2011/12 school year, representing an increase of 1 800 teachers as compared with the 2010/11 school year. What are the reasons for the increase in secondary school teachers and what are the amounts of funding involved respectively?

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

The main reasons for the increase of teaching posts in 2011/12 school year include a higher demand for teachers due to the co-existence of both the last cohort of Secondary 7 students under the "old" academic structure and the first cohort of Secondary 6 students under the New Senior Secondary academic structure pursuing their final year of secondary education at the same time, and the additional teaching posts created by various grants under different initiatives.

As teaching staff cost varies with the academic qualifications and teaching experience of the teachers to be recruited by schools nearer the time, it would be difficult for us to project the amount of funding involved for such purpose.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB080**

Question Serial No.

1692

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

Programme :                    (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the average teacher-to-student ratio, average class size, and the average number of teaching periods and average working hours per teacher per week in non-profit-making kindergartens in the 2010/11 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 2010/11 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 \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB081**

Question Serial No.

1693

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding 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 2010/11 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 2010/11 school year are listed as follows :

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

	<b>HKIVE</b>	<b>HKIEd</b>	<b>HKBU</b>	<b>OUHK</b>
No. of intake in 2010/11				
UGC-funded		237		
Non-subsidised (Self-financed)	120		32	141
Tuition fees per course				
UGC-funded		Free		
Non-subsidised (Self-financed)	\$65,540		\$63,000	\$50,000

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

	<b>HKIEd</b>	<b>HKBU</b>	<b>CUHK</b>	<b>OUHK</b>
No. of intake in 2010/11				
UGC-funded	346			
Non-subsidised (Self-financed)		152	31	57
Tuition fees per course				
UGC-funded	\$84,300			
Non-subsidised (Self-financed)		\$99,400 (general degree) \$113,400 (honours degree)	\$169,020	\$56,200

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

	<b>HKIEd</b>	<b>HKBU</b>	<b>HKU</b>
No. of intake in 2010/11			
UGC-funded	81		27
Non-subsidised (Self-financed)		28	
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. Information on the unit cost of the self-financed places is also not available as the course providers do not consider it appropriate to disclose the information.

**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 \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB082

Question Serial No.

1694

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

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 2009/10 and 2010/11 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 (\$)			
<b>Courses enrolled</b>			
- 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 and 2008/09 school years and \$2,000 per voucher for the 2009/10 and 2010/11 school years 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 up to the end of the 2011/12 school year. Teachers and principals of KGs not joining the PEVS or joining the PEVS under the 3-year transitional arrangement may, until the end of the 2011/12 school year, apply for reimbursement for up to 50% of the course fees, capped at \$60,000, for a recognised course in early childhood education. According to the information submitted by KGs as of March 2011, the number of teachers and principals receiving financial support for professional upgrading in the 2009/10 school year is as follows:

	NPM KGs Joining PEVS	PI KGs Joining PEVS	Non-PEVS KGs
No. of serving principals receiving the Subsidy	357	10	16
No. of serving teachers receiving the Subsidy	2 829	67	399
Total amount claimed by serving principals (\$)	8,778,600	120,500	177,600
Total amount claimed by serving teachers (\$)	43,850,800	474,400	3,454,800
<b>Courses enrolled</b>			
- Certificate in Early Childhood Education (C(ECE)) or equivalent	1 368	47	236
- Bachelor Degree in Early Childhood Education (BE(ECE))	1 679	23	157
- Master degree in Early Childhood Education (M(ECE))	49	2	0
- Certification for Kindergarten Principals	90	5	22

Information for the 2010/11 school year will only be available by the end of 2011.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB083**

Question Serial No.

1695

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 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 2010/11 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 2010/11 school year are as follows:

	No. of kindergartens			No. of kindergarten-cum-child care centres		
	Closed	Newly operated	Total	Closed	Newly operated	Total
Central & Western	3	3	19	3	0	22
Wan Chai	1	1	17	0	0	15
Southern	0	1	18	1	0	22
Eastern	2	1	33	1	2	49
Yau Tsim Mong	1	0	15	0	0	20
Sham Shui Po	0	0	24	0	0	17
Kowloon City	0	1	43	0	0	42
Wong Tai Sin	0	1	24	0	0	23
Kwun Tong	1	0	34	0	1	36
Sai Kung	1	1	31	0	1	27
Sha Tin	0	0	36	0	1	37
Tai Po	0	0	19	0	0	16
North	0	0	28	0	1	16
Yuen Long	2	0	41	1	0	30
Tuen Mun	0	0	31	0	0	32
Tsuen Wan	0	0	16	1	1	19
Kwai Tsing	0	1	35	1	1	30
Islands	0	1	21	0	1	13
All Districts	11	11	485	8	9	466

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB084**

Question Serial No.

1735

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 :

To find out the possible impact on the salary levels of kindergarten teachers brought about by the abolishment of the "Normative Salary Scale for Kindergarten Teaching Staff" after the implementation of the Pre-primary Education Voucher Scheme (PEVS), will the Administration allocate funds to conduct a survey on kindergarten teacher salary levels by qualification? If so, when will the survey be completed and its findings be announced? If not, what are the reasons?

Asked by : Hon. EU Yuet-mee, Audrey

Reply :

Under the PEVS, kindergartens (KGs) have full discretion in formulating remuneration packages that will support their recruitment and retention of staff. KGs have been positively exercising the flexibility in offering competitive pay to teachers. The Administration has no plan to conduct a survey on KG teacher salary levels by qualification.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011



	2009/10 school year	2010/11 school year (Note 1)
<b>Number of wastage</b> (Note 2)	641	660
<b>Percentage of wastage</b> (Note 2)	6.8%	6.9%
<b>Average length of service (in years)</b>	12.1	12.4
<b>Average salary</b>	(Note 3)	(Note 3)
<b><u>Academic qualification</u></b>		
Number of teachers without Certificate/Diploma in Early Childhood Education	423	397
Number of teachers with Certificate/Diploma in Early Childhood Education	168	200
Number of teachers with Bachelor of Education in Early Childhood Education or equivalent	50	63
Number of teachers with Master Degree in Early Childhood Education	(Note 3)	(Note 3)
<b>Average age</b>	37	37

Note 1: The figures for the 2010/11 school year are provisional and are referring to the position as at mid-September 2010.

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 \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB086**

Question Serial No.

3100

Head : 156 Government Secretariat:  
Education Bureau

Subhead (No. & title) :

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide, in the following format, the distribution of monthly salary levels of full-time kindergarten teachers in the 2005/06, 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11 school years:

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, Audrey

Reply :

The distribution of monthly salary levels of full-time kindergarten (KG) teachers (excluding principals) in local KGs from the 2005/06 school year (sy) to the 2010/11 sy is as tabulated at the Appendix.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



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

2005/06 School Year

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

2006/07 School Year

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

2007/08 School Year

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

## 2008/09 School Year

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

## 2009/10 School Year

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

## 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

## Notes:

- (1) The data for the 2005/06 and the 2006/07 school years were collected from the application forms for fee revision submitted by kindergartens, including those that had joined the Kindergarten and Child Care Centre Subsidy Scheme. The data did not include kindergartens which had not applied for fee revision.
- (2) The data for the 2007/08, 2008/09, 2009/10 and 2010/11 school years were collected from kindergartens responding to an anonymous questionnaire survey conducted by the Education Bureau in September each year.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB087**

Question Serial No.

Head : 156 Government Secretariat:  
Education Bureau

Subhead (No. & title) :

0640

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Government will develop an independent subject on moral and national education. How is it different from the existing curriculum framework for moral and civic education? How much resources will be directed to this end?

Asked by : Hon. LEUNG Kwok-hung

Reply :

The curriculum of the independent subject on Moral and National Education is based on "The Revised Moral and Civic Education Curriculum Framework" developed by the Curriculum Development Council in 2008. It will be an enriched version of the Framework that covers personal, family, social, national and world domains with a view to nurturing students' moral and national qualities. The resources to be directed to this end will be mapped out after the consultation and the release of the finalised curriculum guide in early 2012.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011





Financial Assistance Agency. Participating schools will be asked to invite students with financial and academic needs to join the programme. Tutors will provide after-school homework guidance in small groups at the primary schools. Tutors will receive allowances for their services.

This pilot programme complements other prevailing projects offering after-school support. This programme is also unique in achieving dual purposes for the benefit of not only the financially and academically needy students but also the tutors. To the students, the programme will help them strengthen the effectiveness of their learning and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students.

The proposed budget of \$110 million includes allowances for tutors and possible administrative costs to be incurred by the institutions in administering the programme. We will set the allowance level for tutors having regard to the cost of similar programmes offered by other organisations.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance, etc) in consultation with relevant stakeholders. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB090

Question Serial No.

2047

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 has earmarked \$110 million to launch a 3-year pilot programme in primary schools to provide after-school homework guidance for students. What will be the exact date of implementation of the pilot programme and how many students will be benefited in each district? What will be the level of hourly wage or allowance paid to the tutors?

	Districts with Students to be Benefited from the Programme (by District Council districts)																		Total
	Central and Western	Eastern	Southern	Wan Chai	Kowloon City	Kwun Tong	Sham Shui Po	Wong Tai Sin	Yau Tsim Mong	Islands	Kwai Tsing	North	Sai Kung	Tai Po	Sha Tin	Tsuen Wan	Tuen Mun	Yuen Long	
Number of Students to be Benefited																			

Asked by : Hon. LEUNG Kwok-hung

Reply :

In the 2011-12 Budget, the Financial Secretary has earmarked \$110 million to launch a three-year pilot programme to provide after-school homework guidance for primary students with financial and academic needs. The Education Bureau will consult relevant stakeholders such as the local tertiary institutions and schools on the implementation of the scheme.

Our initial plan is to collaborate with local tertiary institutions to encourage and enlist tertiary students, especially those students in full-time pre-service teacher training programmes and are interested in joining the teaching profession, as tutors. We also encourage institutions to provide training for potential tutors to enhance the effectiveness in the delivery of tutorial service. The pilot programme will target at primary schools with a high concentration of students receiving Comprehensive Social Security Assistance or full grant from the Student Financial Assistance Agency. Participating schools will be asked to invite students with financial and academic needs to join the programme. Tutors will provide after-school homework guidance in small groups at the primary schools. Tutors will receive allowances for their services.

This pilot programme complements other prevailing projects offering after-school support. This programme is also unique in achieving dual purposes for the benefit of not only the financially and academically needy students but also the tutors. To the students, the programme will help them strengthen the effectiveness of their learning

and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance, etc) in consultation with relevant stakeholders. The geographical distribution of beneficiaries is not available at this stage. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB091**

Question Serial No.

0661

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

Programme : (1) Director of Bureau's Office

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the respective provisions earmarked for the salary expenditure for the Secretary, the Under Secretary and the Political Assistant of the Education Bureau in 2011-12?

Asked by : Hon. LI Wah-ming, Fred

Reply :

The provisions earmarked for the salary expenditure for the Secretary for Education, the Under Secretary for Education and the Political Assistant for Education in the 2011-12 Estimates under Head 156 are as follows -

	<b>2011-12</b> <b><u>Estimates</u></b> <b>(\$million)</b>
Secretary for Education	3.38
Under Secretary for Education	2.55
Political Assistant for Education	1.54

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB092**

Question Serial No.

0776

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 :

Under the Pre-primary Education Voucher Scheme (PEVS), all kindergarten teachers are not only required to acquire the Certificate in Early Childhood Education qualifications before the end of the 2011/12 school year, they also need to undergo Quality Review, directly adding to their workload and pressure. How will the Administration provide assistance and support to them, including the employment of additional teaching assistants and creation of other related posts to reduce teachers' additional administrative work arising from the PEVS?

Asked by : Hon. WONG Kwok-hing

Reply :

All kindergartens (KGs) in Hong Kong are private schools. KGs joining the PEVS have full discretion in employing teaching and non-teaching staff to meet their operational needs subject to meeting the minimum teacher to child ratio of 1:15. Under the PEVS, a Teacher Development Subsidy (TDS) is provided to the non-profit-making KGs for reimbursement of course fee, employment of supply teachers to relieve the workload of teachers attending training courses and provision of school-based professional development. The Education Bureau (EDB) has also been positively responding to the concerns of KG teachers by streamlining the Quality Review process and the administrative procedures of the PEVS, and will continue to identify scope for further improvements with a view to creating more space for teachers.

EDB is considering the way forward for the PEVS in the light of the recommendations made by Education Commission's Report on Review of the PEVS for further enhancements.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB093**

Question Serial No.

0777

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

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

- (a) the number of existing schools for children with mild intellectual disability by district and the number of students studying in each school in the 2010/11 school year.
- (b) the number of classes with the class size to be reduced to 15 students progressively by grade level starting from the 2010/11 school year and whether progress has been made as scheduled.
- (c) the number of classes still with the class size of over 15 students in the 2010/11 school year and the reasons for not being able to reduce it to 15 students or below.

Asked by : Hon. WONG Kwok-hing

Reply :

- (a) There are 17 aided special schools for children with mild intellectual disability (MiID schools). Their distribution by district and enrolments in the 2010/11 school year are at the Appendix.
- (b) The class size of MiID schools has been reduced from 20 to 15 students per class starting from Primary 1 (P1) and Secondary 1 (S1) concurrently with effect from the 2009/10 school year, and this will extend progressively to cover all primary and secondary levels by the 2014/15 school year. The estimated number of classes with standard class size to be reduced to 15 from 2010/11 to 2014/15 school year is as follows:

School Year	2010/11	2011/12	2012/13	2013/14	2014/15
Estimated number of classes with class size reduced to 15	65 (actual)	89	122	157	226

- (c) As mentioned above, the reduction of class size in MiID schools takes effect from the 2009/10 school year at P1 and S1 concurrently. Class size at other levels remains at 20 per class. In the 2010/11 school year, the number of such classes is 118. By the 2014/15 school year, the class size of all levels in MiID schools will be reduced to 15.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011

Number of schools for children with mild intellectual disability by district and their enrolments in the 2010/11 school year (as of September 2010) are as follows:

District (No. of schools)	School	Enrolment
Hong Kong Island (3)	School A	113
	School B	125
	School C	111
Kowloon (5)	School D	235
	School E	247
	School F	176
	School G	204
	School H	154
New Territories East (4)	School I	125
	School J	261
	School K	163
	School L	162
New Territories West (5)	School M	231
	School N	212
	School O	147
	School P	189
	School Q	217

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB094**

Question Serial No.

2212

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the past two years (i.e. the 2009/10 to 2010/11 school years), what measures were taken by the Administration to support the implementation of the New Senior Secondary academic structure? In the 2011/12 school year, will the Administration impose any new measures? If so, please provide details of the measures as well as the estimated expenditure and manpower involved.

Asked by : Hon. WONG Kwok-hing

Reply :

In the 2009/10 and 2010/11 school years, to support the implementation of the New Senior Secondary (NSS) academic structure, the Government has adopted various measures including provision of professional development programmes, development of learning and teaching resource materials, and disbursement of Enhanced Senior Secondary Curriculum Support Grant and Liberal Studies Curriculum Support Grant. To cater for the needs of schools and teachers, there have been courses on strengthening curriculum leadership, catering for learner diversity and assessment for learning as well as curriculum development visits to schools. In particular, more support has been provided to facilitate the implementation of the Liberal Studies curriculum, with the set-up of the Liberal Studies school network scheme and a web-based resource platform and provision of three series of resource support booklets. To update different stakeholders (e.g. parents, students, employers, overseas institutions) on the implementation of NSS academic structure, a number of seminars and briefing sessions have been organised, and designated corners for different stakeholders on the New Academic Structure Web Bulletin have been set up.

The above measures are found to be effective in supporting the implementation of the NSS academic structure, which has been smooth since its launch in September 2009. Currently, we have no plans to introduce new measures in the 2011/12 school year but shall continue to monitor the implementation of the NSS closely and enhance support should the need arise.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB095**

Question Serial No.

2213

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 :

Regarding primary education, please inform us:

- (a) of the estimated number of government and aided primary schools that are going to reduce the number of classes due to under-enrolment in the 2011/12 school year and the number of classes to be reduced;
- (b) in view of the class reduction, whether there will be any reduction in the estimated provision? If yes, what is the amount of provision involved?

Asked by : Hon. WONG Kwok-hing

Reply :

The numbers of operating classes of government and aided primary schools in the 2011/12 school year depend on a range of factors such as parental choice and student movement in the summer, which can only be ascertained after the headcount exercise in September 2011. Thus it is not possible to estimate the number of schools that will have class reduction in the 2011/12 school year and the related number of classes to be reduced and the funding involved at the moment.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB096**

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

Question Serial No.

2214

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under the section "Analysis of Financial and Staffing Provision", the Administration indicates that there will be a decrease of 29 posts in 2011-12 due to reduced staffing requirement and contracting out of janitor services in government primary schools. In this connection, please provide the following information:

- (a) the job titles and the areas of work of the 29 posts;
- (b) will all government primary schools contract out their janitor services in the 2011/12 school year? If so, what will be the number of posts reduced and the expenditure saved due to contracting out of janitor services in full scale?
- (c) Whether there will be aided schools contracting out their janitor services in the 2011/12 school year. If yes, please provide the number of such schools and the implications on expenditure.

Asked by : Hon. WONG Kwok-hing

Reply :

- (a) Of the 29 posts, 19 are teaching posts including two Primary School Master/Mistress, seven Assistant Primary School Master/Mistress, two Assistant Master/Mistress and eight Certificated Master/Mistress posts; ten are Workman II posts providing janitor services in government primary schools.
- (b) The current arrangement for contracting out janitor services in government primary schools is that when there is natural wastage of Workman II in government primary schools, the relevant posts will be deleted and the schools concerned will be provided with a lump sum equivalent to the salary savings of the deleted posts to procure janitor services to cope with their operational needs. No savings will thus be achieved through contracting out janitor services. In the 2011/12 school year, government primary schools will continue to contract out janitor services when natural wastage of Workman II staff arises. It is expected that a total of ten Workman II posts will be deleted.



- (c) Aided primary schools are provided with an Administration Grant or Revised Administration Grant for employing administrative and janitor staff, or contracting out clerical or janitor services to meet their operational needs. The estimated expenditure on Administration Grant or Revised Administration Grant for some 410 primary schools in 2011-12 is \$425.5 million. We have no information on the exact amount of grant used for hiring of janitor services.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12

Reply Serial No.

**EDB097**

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

Question Serial No.

2510

Head :156 Government Secretariat: Subhead (No. & title): 000 Operational  
Education Bureau expenses

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:

	2011-12	2010-11	2009-10	2008-09
Number of NCSC staff	()	()	()	()
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 \_\_\_\_\_ 15 March 2011

**Employment of NCSC Staff in Education Bureau**

		2010-11 <sup>Note 1</sup>		2009-10 <sup>Note 1</sup>		2008-09 <sup>Note 1</sup>	
Number of NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
		837 (+7.03%)	345 (+5.18%)	782 (+1.82%)	328 (-10.63%)	768	367
	<b>Total</b>	<b>1 182</b> (+6.49%)		<b>1 110</b> (-2.20%)		<b>1 135</b>	
Nature of work performed by NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	Administrative support	10 (-9.09%)	24 (-11.11%)	11 (-)	27 (-28.95%)	11	38
	Clerical support	166 (+9.21%)	35 (-12.50%)	152 (+1.33%)	40 (-11.11%)	150	45
	Education / Training	261 (+8.75%)	154 (+6.94%)	240 (+0.42%)	144 (+63.64%)	239	88
	IT support	63 (+1.61%)	13 (+8.33%)	62 (-)	12 (+50.00%)	62	8
	Project Co-ordinator	1 (-50.00%)	39 (+5.41%)	2 (-)	37 (-54.32%)	2	81
	Research	1 (-)	52 (+40.54%)	1 (-)	37 (-)	1	37
	Non-skilled	328 (+6.49%)	1 (-50.00%)	308 (+4.05%)	2 (-33.33%)	296	3
	Others	7 (+16.67%)	27 (-6.90%)	6 (-14.29%)	29 (-56.72%)	7	67
	Salary expenditure for NCSC staff		Government Schools ('000)	Head-quarters ('000)	Government Schools ('000)	Head-quarters ('000)	Government Schools ('000)
		86,398 Note 2 (+16.73%)	128,627 Note 2 (-4.76%)	74,018 Note 2 (-4.09%)	135,054 Note 2 (-7.96%)	77,174 Note 2	146,742 Note 2
<b>Total</b>		<b>215,025</b> Note 2 (+2.85%)		<b>209,072</b> Note 2 (-6.63%)		<b>223,916</b> Note 2	
Monthly salaries of NCSC staff		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	\$30,001 or above	0 (-)	160 (+1.91%)	0 (-)	157 (-11.30%)	0	177
	\$16,001 to \$30,000	8 (-20.00%)	126 (+16.67%)	10 (+11.11%)	108 (-8.47%)	9	118
	\$8,001 to \$16,000	577 (+9.70%)	58 (-4.92%)	526 (+1.74%)	61 (-11.59%)	517	69

		2010-11 <sup>Note 1</sup>		2009-10 <sup>Note 1</sup>		2008-09 <sup>Note 1</sup>	
	\$6,501 to \$8,000	247 (+2.49%)	1 (-50.00%)	241 (+0.84%)	2 (-33.33%)	239	3
	\$5,001 to \$6,500	5 (+150.00%)	0 (-)	2 (+100.00%)	0 (-)	1	0
	\$5,000 or below	0 (-)	0 (-)	3 (+50.00%)	0 (-)	2	0
	Number of staff with monthly salaries below \$5,824	2 (-60.00%)	0 (-)	5 (+66.67%)	0 (-)	3	0
	Number of staff with monthly salaries between \$5,824 and \$6,500	3 (-)	0 (-)	0 (-)	0 (-)	0	0
Length of employment of NCSC staff in years		Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
	5 years or above	157 (+15.44%)	52 (+23.81%)	136 (+17.24%)	42 (-8.70%)	116	46
	3 years to less than 5 years	158 (+1.28%)	60 (-17.81%)	156 (+56.00%)	73 (+1.39%)	100	72
	1 year to less than 3 years	234 (-7.51%)	128 (-3.76%)	253 (-8.00%)	133 (+24.30%)	275	107
	Less than 1 year	288 (+21.52%)	105 (+31.25%)	237 (-14.44%)	80 (-43.66%)	277	142
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	17.36% (+6.37%)		16.32% (-0.67%)		16.43%		
Percentage of payment for NCSC staff in the total staff costs of the Bureau	8.41% Note 2 (+2.56%)		8.20% Note 2 (-5.86%)		8.71% Note 2		
	Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters	
Number of staff with paid meal time	509 (+7.38%)	344 (+5.52%)	474 (-)	326 (-10.44%)	474	364	

	2010-11 <sup>Note 1</sup>		2009-10 <sup>Note 1</sup>		2008-09 <sup>Note 1</sup>	
Number of staff without paid meal time	328 (+6.49%)	1 (-50.00%)	308 (+4.76%)	2 (-33.33%)	294	3
	Government Schools	Head-quarters	Government Schools	Head-quarters	Government Schools	Head-quarters
Number of staff working 5 days a week <sup>Note 3</sup>	214	339				
Number of staff with other work patterns (e.g, 5 ½ days a week, alternate Saturday off) <sup>Note 3</sup>	411	6	-	-	-	-
Number of staff working 6 days a week <sup>Note 3</sup>	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 2010, 31 December 2009 and 31 December 2008.

Note 2: Information provided covers the expenditure for the financial year concerned.

Note 3: The available statistical record covers information for 2010-11. Figures for 2009-10 and 2008-09 are not available.

Note 4: Figures for 2011-12 are not available at this stage.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB098

Question Serial No.

2987

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

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the employment of workers supplied by employment agencies (EAs), please provide the following information:

	2011-12	2010-11	2009-10	2008-09
(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	( )	( )	( )	( )

*Figures in ( ) denote year-on-year changes*

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 \_\_\_\_\_

15 March 2011



**Information on Employment of Workers Supplied by  
Employment Agencies (EAs) in the Education Bureau (EDB)** Notes 1 and 2

		2010-11 (As at 30 September 2010)	2009-10 (As at 31 March 2010)	2008-09 (As at 31 March 2009)
<b>(a)</b>	<b>Number of EA Contracts</b>			
	Number of EA contracts	178 (-11.00%)	200 (+25.00%)	160
<b>(b)</b>	<b>Amount of Each EA Contract</b>			
<b>i.</b>	\$0.5 million or less	170 (-6.08%)	181 (+38.17%)	131
<b>ii.</b>	More than \$0.5 million to \$1.43 million	8 (-57.89%)	19 (-34.48%)	29
<b>(c)</b>	<b>Total Commission Paid for Each EA Contract (Please refer to Note 3)</b>			
	Total commission paid for each EA contract	-	-	-
<b>(d)</b>	<b>Duration of Each Contract</b>			
<b>i.</b>	12 months or less	134 (-11.84%)	152 (+20.63%)	126
<b>ii.</b>	More than 12 months to 24 months	43 (-6.52%)	46 (+43.75%)	32
<b>iii.</b>	More than 24 months to 36 months	1 (-50.00%)	2 (0%)	2
<b>(e)</b>	<b>Number of Agency Workers</b>			
	Number of agency workers	269 (-3.24%)	278 (-6.71%)	298
<b>(f)</b>	<b>Nature of Posts Taken up by Agency Workers</b>			
<b>i.</b>	General office support and customer service	222 (+0.91%)	220 (-12.00%)	250
<b>ii.</b>	Publicity, promotion and event management	17 (-34.62%)	26 (+23.81%)	21
<b>iii.</b>	Research-related work and technical support	30 (-6.25%)	32 (+18.52%)	27
<b>(g)</b>	<b>Monthly Salaries of Agency Workers (Please refer to Note 4)</b>			
<b>i.</b>	\$30,001 or above	0	-	-
<b>ii.</b>	\$16,001 to \$30,000	3	-	-
<b>iii.</b>	\$8,001 to \$16,000	16	-	-
<b>iv.</b>	\$6,501 to \$8,000	30	-	-
<b>v.</b>	\$5,001 to \$6,500	0	-	-
<b>vi.</b>	\$5,000 or below	0	-	-
<b>vii.</b>	Number of workers with monthly salaries below \$5,824	0	-	-

		2010-11 (As at 30 September 2010)	2009-10 (As at 31 March 2010)	2008-09 (As at 31 March 2009)
viii	Number of workers with monthly salaries between \$5,824 and \$6,500	0	-	-
<b>(h)</b>	<b>Years of Service of Agency Workers (Please refer to Note 5)</b>			
i.	5 years or above	-	-	-
ii.	3 to 5 years	-	-	-
iii.	1 to 3 years	-	-	-
iv.	Less than 1 year	-	-	-
<b>(i)</b>	<b>Percentage of Agency Workers to the Total Number of Staff in EDB</b>			
	Percentage of agency workers to the total number of staff in EDB	3.97% (-2.46%)	4.07% (-5.13%)	4.29%
<b>(j)</b>	<b>Percentage of Expenditure on Procuring the Service of EAs to the Total Staff Costs of EDB</b>			
	Percentage of expenditure on procuring the service of EAs to the total staff costs of EDB	1.41% (-20.79%)	1.78% (+2.89%)	1.73%
<b>(k)</b>	<b>Meal Times of Agency Workers (Please refer to Note 6)</b>			
i.	Number of agency workers with paid meal times	-	-	-
ii.	Number of agency workers without paid meal times	-	-	-
<b>(l)</b>	<b>Number of Working Days of Agency Workers</b>			
i.	Number of workers working 5 days a week	269 (-3.24%)	278 (-6.71%)	298
ii.	Number of workers working 6 days a week	0	0	0

Figures in ( ) denote year-on-year changes

Note

- The above table includes agency workers which are financed by the Language Fund, and excludes information technology staff employed by the Bureau under the term contract centrally administered by the Office of the Government Chief Information Officer.
- As the number of agency workers varies over time in accordance with changing service needs, information concerning agency workers for 2011-12 is not available at this stage.
- 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 (g), in the past, we have no information on the wages of agency workers because this information is not normally mentioned in the contracts. On 7 April 2010, CSB issued a set of guidelines on the use of agency workers which stipulated, amongst others, that the wages of the agency workers must be provided in quotations/tenders. As of 30 September 2010 (a snapshot), we have a 'new intake' of 49 agency workers. A breakdown of the monthly salaries are given in item (g).
- 5 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.
- 6 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.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB099**

Question Serial No.

2988

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

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the employment of workers under outsourced service contracts, please provide the following information :

	2011-12	2010-11	2009-10	2008-09
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				

	2011-12	2010-11	2009-10	2008-09
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 266, 309 and 271 outsourcing contracts were awarded in 2008-09, 2009-10 and 2010-11 respectively. We have made provision to award an estimated total of around 280 outsourced service contracts in 2011-12. Details are as follows –

	2011-12	2010-11	2009-10	2008-09			
Number of outsourced service contracts	around 280 (estimated total only; exact number of contracts will be subject to actual service needs)	271 (-12%) (estimated total)	309 (+16%)	266			
Total amount paid to service contractors	around \$228,000,000 (estimated total only; exact total amount will be subject to actual service needs for outsourced service contracts)	\$220,353,082 (+17%) (estimated total)	\$187,975,816 (-1%)	\$189,511,476			
Contract service period of each contractor	Not yet available	less than 12 months	174 (-23%)	less than 12 months	226 (+40%)	less than 12 months	162
		12 months to less than 24 months	80 (+29%)	12 months to less than 24 months	62 (-24%)	12 months to less than 24 months	82
		24 months and more	17 (-19%)	24 months and more	21 (-5%)	24 months and more	22

	2011-12	2010-11	2009-10	2008-09
Number of workers employed under outsourced service contracts	Not yet available	Number of workers employed in 144 contracts full-time: 768 (-21%) part-time: 183 (+27%)  (Note: Information on number of workers employed is not specified in the other 127 contracts)	Number of workers employed in 145 contracts full-time: 968 (+41%) part-time: 144 (+2%)  (Note: Information on number of workers employed is not specified in the other 164 contracts)	Number of workers employed in 116 contracts full-time: 685 part-time: 141  (Note: Information on number of workers employed is not specified in the other 150 contracts)
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 • \$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	Not yet available	Out of the 271 outsourced service contracts, 5 contracts which relied on deployment of non-skilled workers have specified salaries of the non-skilled workers as follows - • \$6,501 to \$8,000 3 (0%) • \$5,001 to \$6,500 2 (-33%)	Out of the 309 outsourced service contracts, 6 contracts which relied on deployment of non-skilled workers have specified salaries of the non-skilled workers as follows - • \$6,501 to \$8,000 3 (+50%) • \$5,001 to \$6,500 3 (+50%)	Out of the 266 outsourced service contracts, 4 contracts which relied on deployment of non-skilled workers have specified salaries of the non-skilled workers as follows - • \$6,501 to \$8,000 2 • \$5,001 to \$6,500 2

	2011-12	2010-11	2009-10	2008-09
<ul style="list-style-type: none"> <li>• Number of workers with monthly salaries below \$5,824</li> <li>• Number of workers with monthly salaries between \$5,824 and \$6,500</li> </ul>				
<p>Length of employment of workers under outsourced service contracts in years</p> <ul style="list-style-type: none"> <li>• 5 years or above</li> <li>• 3 to 5 years</li> <li>• 1 to 3 years</li> <li>• less than 1 year</li> </ul>	Information not available.			
<p>Percentage of workers under outsourced service contracts in the total number of staff in the Bureau</p>	Not yet available	11% (-21%)  (based on 144 contracts with the number of full-time workers employed specified)	14% (+40%)  (based on 145 contracts with the number of full-time workers employed specified)	10%  (based on 116 contracts with the number of full-time workers employed specified)
<p>Percentage of payment to service contractors in the total staff costs of the Bureau</p>	Not yet available	8% (+14%)	7% (0%)	7%

	2011-12	2010-11	2009-10	2008-09
Number of workers with paid meal time Number of workers without paid meal time	Information not available.			
Number of workers working 5 days a week Number of workers working 6 days a week	Information not available.			

*Figures in ( ) denote year-on-year changes.*

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB100**

Question Serial No.

0786

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 list out the numbers of places and actual enrolment (if any) of full-time courses offered for Secondary 3 leavers in the 2008/09 to 2010/11 academic years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of planned places and actual enrolment for the Vocational Training Council's full-time post-secondary 3 courses in the academic years from 2008/09 to 2010/11 are as follows -

2008/09		2009/10		2010/11	
Planned Places	Actual Enrolment	Planned Places	Actual Enrolment	Planned Places	Enrolment
5 300	5 138	5 020	4 902	5 260	5 200 #

# Projected figures only as some courses have staggered intakes during the year and the actual enrolment figures will only be available at the end of the academic year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB101**

Question Serial No.

0787

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 the numbers of places of full-time and part-time courses from Certificate to Higher Diploma levels offered for secondary 5 and secondary 7 school leavers during the academic years from 2008/09 to 2010/11.

Asked by : Hon. CHEUNG Man-kwong

Reply :

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

	2008/09	2009/10	2010/11 (Planned)
Full-time	43 230	44 730	42 640
Part-time	13 050	12 990	12 520

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB102**

Question Serial No.

0788

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 additional Higher Diploma places and modules, please advise the respective numbers of such places and modules, the target students involved and the reasons for the increase.

Asked by : Hon. CHEUNG Man-kwong

Reply :

To support Government's ten major infrastructure projects and the policies to develop the six priority industries, in particular the testing and certification services, as well as the environmental industries, the Vocational Training Council (VTC) has increased the planned places by 600 in a number of Higher Diploma (HD) courses including Civil Engineering, Infrastructure and Environmental Engineering, Electrical Engineering, Mechanical Engineering and Building Services Engineering, Analytical Science and Biotechnology, Applied and Analytical Chemistry, Environmental Science (Resource Management). These courses will help supply quality manpower at the para-professional levels (such as assistant engineers, technicians, works supervisors, site agents, technical officers) for these industries.

In addition, to nurture design talents in support of the development of Hong Kong's creative industry, four new foundation design modules have been developed in consultation with the industry and incorporated into the curriculum of the HD courses of the Design discipline, which will benefit about 1500 students. These include the modules on Cultural Studies, Aesthetics and Semiotics, Creative Thinking, and Cultural Studies and Design.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB103**

Question Serial No.

0789

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 unit costs of various vocational education programmes in the 2008/09 to 2010/11 academic years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The unit costs of full-time places offered by the Vocational Training Council in the 2008/09 to 2010/11 academic years are as follows -

Level of Courses	Academic Year (based on 2 semesters)		
	2008/09	2009/10	2010/11 <sup>#</sup>
- sub-degree level*	\$61,700	\$61,800	\$65,600
- below sub-degree level <sup>@</sup>	\$60,240	\$62,200	\$64,500

\* Courses at sub-degree level are Higher Diploma courses

<sup>@</sup> Courses below sub-degree level include Diploma, Foundation Diploma, Diploma in Vocational Education and trade-specific Certificate courses

<sup>#</sup> Based on the revised estimated student places in the 2010/11 academic year

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB104**

Question Serial No.

0790

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 2009/10 to 2010/11 academic years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The member institutions under the Vocational Training Council (VTC) share resources in many aspects, and depending on the operational needs, teaching staff may be deployed to different operation units. The overall student-to-teacher ratio of VTC's member institutions (including the Hong Kong Institute of Vocational Education, Hong Kong Design Institute, School of Business and Information Systems, Youth College, Hospitality Industry Training and Development Centre, Chinese Cuisine Training Institute, Maritime Services Training Institute and Pro-Act Training and Development Centres) is about 21.1:1 in the 2008/09 academic year, and 20.5:1 in the 2009/10 and 2010/11 academic years.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB105**

Question Serial No.

Head : 156 Government Secretariat :  
Education Bureau

Subhead (No. & title) :

0791

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please advise the increases/decreases in the Government's financial provisions, by policy bureau, for the Vocational Training Council in the 2008/09 to 2010/11 academic year. What are the duties and responsibilities involved?

Asked by : Hon. CHEUNG Man-kwong

Reply :

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

	<u>2008-09</u> <u>(Actual)</u> \$M	<u>2009-10</u> <u>(Actual)</u> \$M	<u>2010-11</u> <u>(Revised Estimate)</u> \$M
Financial Provision	1,634.6	1,752.7 (+7.2%)	1,710.8 (-2.4%)

The increase in provision in 2009-10 was mainly due to the one-off grant for the enhanced employability programmes for the graduates to alleviate the effect of the financial tsunami and the allocation for the setting up of the Qualifications Framework Secretariat in VTC.

The decrease in provision in 2010-11 was mainly due to the completion of one-off projects including the enhanced employability programmes and lower cash flow requirement for non-recurrent and capital items for VTC.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
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Reply Serial No.

**EDB106**

Question Serial No.

0792

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 is the number of applications for the Voluntary Retirement Scheme launched by the Government to cater for the needs arising in the gap year and what is the number of successful applications? What are the staff grades and the amount of money involved?

Asked by : Hon. CHEUNG Man-kwong

Reply :

There are 151 applications for the Voluntary Retirement Scheme launched by the Vocational Training Council (VTC), of which 137 applications are approved. Among these applicants, 85 are academic and instructing staff and 52 are administrative and support staff. The estimated amount of payment by the VTC is about \$88 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB107**

Question Serial No.

0793

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

Asked by : Hon. CHEUNG Man-kwong

Reply :

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

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB108**

Question Serial No.

0794

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 total staff establishment as well as the increase/decrease and rates of change in the numbers of senior, teaching and non-teaching staff in the 2008/09 to 2010/11 academic years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The establishment of the Vocational Training Council during the academic years from 2008/09 to 2010/11 is as follows -

Year	Directorate	Academic and Instructing	Non-Academic	Total
2008/09	35	2 708	2 674	5 417
2009/10	35 (0%)	2 841 (+4.9%)	2 893 (+8.2%)	5 769 (+6.5%)
2010/11 (position as at February 2011)	35 (0%)	2 818 (-0.8%)	2 802 (-3.1%)	5 655 (-2.0%)

Note: Figures in brackets represent % change over the previous year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB109**

Question Serial No.

0795

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 expenditure on staff emolument and benefits from the 2009/10 to 2011/12 academic years. How much of such expenditure was or will be sourced from public funding and what is its respective proportion?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The staff expenses incurred by the Vocational Training Council for the 2009-10 to 2011-12 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	%
2009-10	1,951	1,533	78.6%
2010-11 Estimates	2,058	1,513	73.5%
2011-12 Estimates	2,095	1,532	73.1%

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB110**

Question Serial No.

0796

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 numbers of staff retired in the 2009/10 to 2011/12 academic years?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of Vocational Training Council staff who retired/will retire in the 2009/10 to 2011/12 academic years are as follows –

<u>Academic Year</u>	<u>Number of retired staff</u>
2009/10	55
2010/11	54
2011/12 (Estimate)	264 (including 137 on voluntary retirement)

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB111**

Question Serial No.

0797

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, by terms of appointment, of the numbers and ratios of staff in the 2009/10 to 2011/12 academic years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The breakdown, by terms of appointment, of the numbers of staff in the Vocational Training Council in the 2009/10 to 2011/12 academic years is as follows –

Academic year	Continuous Contract		Fixed Term Contract		Total Number of staff
	Number	(%)	Number	(%)	
2009/10	2 493	(44%)	3 168	(56%)	5 661
2010/11	2 651	(47%)	2 948	(53%)	5 599
2011/12 (Estimate)	2 610	(50%)	2 630	(50%)	5 240

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB112**

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

Question Serial No.

0798

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the numbers of teaching and non-teaching posts under a contract of three months, six months, nine months, one year and two years respectively in the 2009/10 to 2011/12 academic years? Please also advise their respective ratios in the total number of staff.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The breakdown, by duration of the fixed term contracts, of numbers of staff in the Vocational Training Council in the 2009/10 to 2011/12 academic years is as follows-

Academic year	Staff Type	Contract for less than 3 months	Contract for 3 to less than 6 months	Contract for 6 to less than 9 months	Contract for 9 months to less than 1 year	Contract for 1 year to less than 2 years	Contract for 2 years or more	Total no. of staff	
2009/10	Academic & Instructing Staff	-	23 (0.4%)	107 (1.9%)	125 (2.2%)	630 (11.1%)	832 (14.7%)	5 661	
	Others	-	37 (0.7%)	60 (1.1%)	72 (1.3%)	517 (9.1%)	765 (13.5%)		
2010/11#	Academic & Instructing Staff	-	11 (0.2%)	126 (2.3%)	126 (2.3%)	553 (9.9%)	741 (13.2%)	5 599	
	Others	-	26 (0.5%)	99 (1.8%)	126 (2.3%)	424 (7.6%)	716 (12.8%)		
2011/12 (Estimate)	Academic & Instructing Staff	About 150 (2.9%)					380 (7.3%)	940 (17.9%)	5 240
	Others						380 (7.3%)	780 (14.9%)	

Note: Figures in brackets represent the ratios as compared to the total number of staff.

# situation up to February 2011

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB113**

Question Serial No.

0799

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 numbers of staff on short-term contracts in the 2009/10 to 2011/12 academic years? How many of them have been converted to employment under the new fixed term contract system?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2009/10 to 2011/12 academic years, the numbers of the Vocational Training Council's staff on short-term contracts and the numbers of these staff who subsequently transferred/will likely be transferred to 2-year fixed term contracts are as follows -

Academic year	Number of staff on short-term contracts	Number of staff transferred/to be transferred to 2-year fixed term contracts
2009/10	1 064	94
2010/11	1 111	129
2011/12 (Estimate)	790	250

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB114**

Question Serial No.

0800

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 is the number of staff employed on new fixed term contracts in the 2009/10 to 2011/12 academic years? How many of them have converted to continuous contracts?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2009/10 to 2011/12 academic years, the numbers of Vocational Training Council's staff on New Remuneration Package (NRP), and the numbers of those who have been/are expected to be converted to continuous contracts are as follows -

Academic year	Total Number of NRP Staff	Number of NRP Staff on Continuous Contracts	Number of NRP Staff on Fixed Term Contracts
2009/10	1 721	-	1 721
2010/11	1 822	128	1 694
2011/12 (Estimate)	2 090	280	1 810

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB115**

Question Serial No.

0801

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 provide the numbers of staff who have been continuously employed for more than three years or more than six years but have yet to be offered permanent appointment in the 2007/08, 2008/09, 2009/10 and 2010/11 academic years. What is the greatest number of times of contract renewal and what is the longest duration of such employment?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of the Vocational Training Council's staff on fixed term contracts in the 2007/08 to 2010/11 academic years who have served for more than three years and more than six years are as follows -

Academic year	No. of staff on fixed term contracts who have served for		Longest serving staff on fixed term contracts	
	3 years to 6 years	More than 6 years	Years of service	Contract renewal
2007/08	121	165	11 years	5 times
2008/09	302	198	12 years	6 times
2009/10	607	217	13 years	6 times
2010/11	866	121	14 years	7 times

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB116**

Question Serial No.

0802

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

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the staff wastage rates of the Vocational Training Council (VTC) and its member institutions such as the senior secondary school, Institute of Vocational Education, School of Business and Information Systems, etc. in the academic years 2007/08, 2008/09 and 2009/10 with respect to staff on contract and those on substantive appointment respectively?

Asked by : Hon. CHEUNG Man-kwong

Reply :

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

Wastage Rate *											
Period	IVE		SBI		SSS		Other Units		Total		
	Super-annuable	Agreement	Super-annuable	Agreement	Super-annuable	Agreement	Super-annuable	Agreement	Super-annuable	Agreement	Total
2007/08	1.7%	3.1%	0%	5.7%	0%	26.1%	1.5%	5.7%	1.5%	4.5%	6.1%
2008/09	2.1%	2.7%	0%	5.8%	0%	13.2%	1.8%	3.3%	1.9%	3.1%	5.0%
2009/10	1.4%	2.4%	0%	1.9%	0%	13.5%	1.0%	3.1%	1.1%	2.8%	3.9%

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

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB117**

Question Serial No.

0803

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 respective numbers, rates of changes and unit costs of subvented sub-degree places and self-financed sub-degree places in the 2007/08, 2008/09, 2009/10 and 2010/11 academic years?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers and unit costs of full-time subvented and self-financed sub-degree (Higher Diploma) places offered by the Vocational Training Council in the 2007/08, 2008/09, 2009/10 and 2010/11 academic years are as follows -

Type of Courses	Academic Year (based on 2 semesters)							
	2007/08		2008/09		2009/10		2010/11	
	Student Places (Actual)	Unit Cost	Student Places (Actual)	Unit Cost	Student Places (Actual)	Unit Cost	Student Places (Planned)	Unit Cost
Subvented	18 180	\$58,100	19 570 (+7.6%)	\$61,700	20 650 (+5.5%)	\$61,800	19 200 (-7.0%)	\$65,600
Self-financed	15 057	\$34,280	15 431 (+2.5%)	\$37,500	15 170 (-1.7%)	\$39,200	13 230 (-12.8%)	\$41,200

]

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB118**

Question Serial No.

0805

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 respective numbers of graduates of the Hong Kong Institute of Vocational Education and the School of Business and Information Systems under the Vocational Training Council proceeding to a bachelor's degree as a first-year student at a publicly-funded institution, to a bachelor's degree as a second-year student, to a self-financed bachelor's degree, to a top-up degree jointly offered by local and overseas institutions and to top-up degree overseas in the 2007/08, 2008/09 and 2009/10 academic years?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of graduates of the Hong Kong Institute of Vocational Education, Hong Kong Design Institute and the School of Business and Information Systems under the Vocational Training Council who pursued further studies of degree programmes in the 2007/08, 2008/09 and 2009/10 academic years are as follows -

Type of Programmes	2007/08	2008/09	2009/10
1. Publicly-funded degree courses (including year 1 & year 2)	457	473	508
2. Local self-financed degree courses	319	670	1 032
3. Top up degree courses jointly organised with local / overseas universities	992	1 418	1 977
4. Overseas studies at universities	101	138	177
5. Others (types of tertiary institutions not revealed)	85	26	46
Total	1 954	2 725	3 740

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB119**

Question Serial No.

2096

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 :

Will the Government make any amendments to education related ordinances in 2011-12?  
Which ordinances are involved and what are the amendments?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In anticipation of the coming introduction of the Hong Kong Diploma of Secondary Education Examination under the new senior secondary academic structure, we are reviewing whether legislative amendments would be necessary to be made to the Education Ordinance (Cap. 279) and related legislation like the Hong Kong Examinations and Assessment Authority Ordinance (Cap. 261) (the HKEAA Ordinance). For instance, the Hong Kong Certificate of Education Examination may have to be deleted from the "specified examinations" in the HKEAA Ordinance after its final run for the private candidates in 2011. If amendments would be required, we would proceed to do so by 2011-12 legislative year.

Separately, we are reviewing the Post Secondary Colleges Ordinance (Cap. 320) with a view to providing a legal framework to facilitate the development of self-financing post-secondary education institutions with potential and capabilities.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB120**

Question Serial No.

2097

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

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the estimated number of places and the anticipated enrolment of Project Yi Jin in 2011-12?

Asked by : Hon. CHEUNG Man-kwong

Reply :

Project Yi Jin (PYJ) is run by member institutions of the Federation for Continuing Education in Tertiary Institutions. It is projected that the demand for PYJ will decrease in the 2011/12 academic year as there will not be any Secondary 5 school leavers in 2011. For budgetary purpose, the enrolment of PYJ for the academic year is estimated to be at 9 000, mainly comprising adult learners and part-time students. Institutions will arrange to offer sufficient places to cater for the demand as far as possible having regard to their resources and expertise.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB121

Question Serial No.

2098

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

Programme :                      (7) Policy and Support

Controlling Officer :      Permanent Secretary for Education

Director of Bureau :      Secretary for Education

Question :

What specific measures will be taken by the Government to enhance the development of Hong Kong as a regional education hub? And what will be the financial provisions involved?

Asked by : Hon. CHEUNG Man-kwong

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.

Regarding internationalisation, we implemented in 2008 a basket of measures, including doubling the non-local student quotas of the publicly-funded programmes to 20%, establishing the \$1 billion HKSAR Government Scholarship Fund ("Government Scholarship Fund") to provide government scholarships to outstanding local and non-local students, allowing non-local students to take on summer jobs and on-campus part-time jobs and enabling non-local students to stay in Hong Kong without limitations for 12 months after graduation. We propose to inject \$250 million into the Government Scholarship Fund to extend the benefit to students of publicly-funded sub-degree programmes.

We will build on these measures and continue to encourage more quality non-local students to come to Hong Kong to study. We will work with our higher education institutions to step up exchange and promotion efforts overseas, particularly in Asia, to encourage more students to regard Hong Kong as a destination for education. We have proposed to allocate \$100 million to launch a five-year pilot scheme 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. It is estimated that over 30 000 students will benefit from the Scheme.

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 –

- (a) Land Grant Scheme – This Scheme provides land at nominal premium to self-financing non-profit-making post-secondary institutions for the construction of purpose-built premises. Since the launch of the Scheme in 2002, eight sites have been granted. We are also inviting expression of interest for the Queen’s Hill site in the New Territories. We will continue to launch other sites for the development of self-financing degree programmes, as and when appropriate;
- (b) 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; and
- (c) Quality Enhancement Grant Scheme – This Scheme supports projects/initiatives that can improve students’ learning, teaching methods, course quality and career guidance. The Scheme was launched in 2008 with a one-off injection of \$100 million.

As proposed by the Chief Executive in his 2010-11 Policy Address, we plan to set up a Self-financing Post-secondary Education Fund with a total commitment of \$2.5 billion for the development of self-financing post-secondary education in the second half of this year. The Fund will provide further support to self-financing institutions on quality enhancement and quality assurance activities. The initiative will also provide scholarships to outstanding local and non-local students in the self-financing post-secondary sector.

The increase in non-local student quota for publicly-funded programmes to 20% will not result in additional recurrent costs for the Government, as the recurrent expenditure incurred in providing the additional student places will be met by institutions from tuition fees received and other income sources. The Immigration Department will continue to deal with the increase in applications for student entry and extension of stay that is likely to result from the above measures. The estimated staff cost involved in 2011-12 is about \$3.01 million. As regards the Government Scholarship Fund, its investment and accounting matters will continue to be overseen by the Director of Accounting Services. The estimated staff cost involved in 2011-12 is about \$1.37 million. 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. For the Self-financing Post-secondary Education Fund, the Director of Accounting Services will also oversee the investment and accounting matters. The estimated staff cost involved in 2011-12 is about \$0.96 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB122**

Question Serial No.

2099

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 Administration will consider providing a new programme based on the Project Yi Jin model. What are the specific plan and timetable?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The new senior secondary academic structure has been implemented since September 2009 and the first student cohort under the new academic structure will complete their senior secondary education and participate in the Hong Kong Diploma in Secondary Education (HKDSE) Examination in 2012. We are currently working with the Federation for Continuing Education in Tertiary Institutions to design a new programme under the new academic structure based on the existing Project Yi Jin model to be put in place from the 2012/13 academic year. The purpose is to provide an alternative pathway for students with unsatisfactory results in the HKDSE Examination and adult learners to obtain a formal qualification for seeking employment or further studies. We intend to consult the Legislative Council in early 2012 on the proposed programme.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB123**

Question Serial No.

2100

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

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Why will there be an increase of nine posts in the Education Bureau? What are these posts and their job nature?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The net increase of nine posts in 2011-12 arises from the planned creation of 12 posts and planned deletion of three posts.

The additional 12 posts are for enhancing the provision of services in various areas including support measures for cross-boundary students, counselling service for drop-out students, school-based curriculum development support for Liberal Studies under the New Senior Secondary curriculum, and developing Hong Kong as a regional education hub.

The three posts planned to be deleted include the lapse of two time-limited posts created for the implementation of anti-drug measures in the education sector which are subject to review and one post to be deleted due to diminishing service needs.

The breakdown of the above posts by rank is as follows -

<u>Rank</u>	<u>Posts to be created</u>
Senior Executive Officer	1
Education Officer (Administration)	1
Assistant Education Officer (Administration)	3
Inspector (Graduate)	1
Assistant Inspector (Graduate)	5
Assistant Clerical Officer	1
<b>Sub-total (A):</b>	<b>12</b>

<u>Rank</u>	<u>Posts to be deleted</u>
Education Officer (Administration)	-1
Assistant Education Officer (Administration)	-1
Workshop Instructor II	-1
<b>Sub-total (B):</b>	<b>-3</b>
<b>Net Total [(A) + (B)]:</b>	<b>9</b>

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB125**

Question Serial No.

2134

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 :

What are the estimated numbers of classes to be operated and students in each type of special schools in the 2011/12 school year?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The estimated number of classes and students in different types of special schools in the 2011/12 school year are as follows:

School Type	Estimated Number of Classes	Estimated Number of Students
Visual Impairment	16	140
Hearing Impairment	16	120
Physical Disability	103	950
School for Social Development	77	770
Mild Intellectual Disability	203	3 250
Moderate Intellectual Disability	199	1 870
Severe Intellectual Disability	111	800
Hospital School	32	300
Total	757	8 200

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB126**

Question Serial No.

2135

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown of the number of free senior secondary classes, the number of students enrolled and the student unit cost for the three school years of 2008/09, 2009/10 and 2010/11 respectively by types of special schools.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of free senior secondary classes and enrolments, and the unit cost per school place by types of special schools in the 2008/09, 2009/10 and 2010/11 school years are set out in the Appendix.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011

## Appendix

### Free Senior Secondary Classes, Enrolments and Average Unit Cost per School Place in Special Schools in the 2008/09, 2009/10 and 2010/11 School Years

School Type	2008/09 School Year			2009/10 School Year			2010/11 School Year		
	No. of Senior Secondary Classes	Enrolment in Senior Secondary Classes (as at September 2008)	Average Unit Cost per School Place #	No. of Senior Secondary Classes	Enrolment in Senior Secondary Classes (as at September 2009) <sup>@</sup>	Average Unit Cost per School Place #	No. of Senior Secondary Classes	Enrolment in Senior Secondary Classes (as at September 2010)	Average Unit Cost per School Place #
Visual Impairment <sup>^</sup> **	Not Applicable	Not Applicable	Not Applicable	1	8	\$231,500	2	12	\$230,000
Hearing Impairment	6	46	\$192,500	5	38	\$205,000	6	43	\$207,000
Physical Disability	5	50	\$212,000	11	122	\$216,000	23	186	\$218,000
School for Social Development	8	102	\$112,000	10	134	\$118,500	12	156	\$118,500
Mild Intellectual Disability **	Not Applicable	Not Applicable	Not Applicable	17	321	\$107,500	36	590	\$110,000
Moderate Intellectual Disability **	Not Applicable	Not Applicable	Not Applicable	19	198	\$169,500	41	338	\$185,000
Severe Intellectual Disability **	Not Applicable	Not Applicable	Not Applicable	10	99	\$239,000	28	161	\$242,500

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

<sup>^</sup> 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.

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

<sup>@</sup> The total enrolments in senior secondary classes of some special schools are larger than the total number of places in these classes mainly because schools have allowed more students to extend their years of study at Secondary 4 level during the transition to the new senior secondary academic structure.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB127**

Question Serial No.

2136

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What are the numbers of senior secondary classes and school places the Administration expects to be offered by various types of special schools in the 2011/12 school year?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The estimated number of senior secondary classes and school places in different types of special schools in the 2011/12 school year are in the Appendix.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011

**Estimated number of senior secondary classes and school places  
in special schools in the 2011/12 school year**

School Type	2011/12 School Year	
	No. of Senior Secondary Classes	No. of School Places
Visual Impairment	2	20
Hearing Impairment	6	60
Physical Disability	29	290
School for Social Development	18	270
Mild Intellectual Disability	65	1300
Moderate Intellectual Disability	77	770
Severe Intellectual Disability	43	344
<b>Total</b>	<b>240</b>	<b>3054</b>

Note: (1) With the implementation of the new senior secondary (NSS) academic structure by phases starting from the 2009/10 school year, three levels of NSS classes will be operated in the 2011/12 school year.

(2) 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.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB128**

Question Serial No.

2137

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

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

Asked by : Hon. CHEUNG Man-kwong

Reply :

With the implementation of the new senior secondary (NSS) academic structure, special schools are provided with 1.9 teachers per NSS class starting from the 2009/10 school year. For those schools offering the mainstream curriculum, there will be a further increase to 2.0 teachers per NSS class from the 2012/13 school year onwards. In addition, schools are provided with a 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 to support their offering of diversified curriculum. Each special school with senior secondary classes has been provided with a one-off grant of \$320,000 in the 2010/11 school year to enable schools to create favourable conditions for the introduction of Liberal Studies.

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

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

Projects, Programmes and Grants	2008/09 school year (\$ million) (actual)	2009/10 school year (\$ million) (actual)	2010/11 school year (\$ million) (estimate)
Support schools to implement NSS(ID) curriculum through curriculum and resources development, professional development programmes for teachers and Collaborative Research and Development (“Seed”) Projects	15.8	13.8	13.7
Additional NSS classes and revised teacher-to-class ratio with 1.9 teachers per NSS class	Not Applicable	31.0	43.3
Senior Secondary Curriculum Support Grant (SSCSG)	24.0	22.4	24.1
Diversity Learning Grant (DLG)	Not Applicable	Not Applicable	0.2
Liberal Studies Curriculum Support Grant (LSCSG)	Not Applicable	Not Applicable	18.2
Total	39.8	67.2	99.5

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

<b>EDB129</b>
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Question Serial No.

2138
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Head : 156 Government Secretariat:                      Subhead (No. & title) :  
                        Education Bureau

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please list the Senior Secondary subjects offered for students in special schools, the number of schools and the total number of classes offering those subjects as well as the number of students taking those subjects in the 2008/09, 2009/10 and 2010/11 school years respectively.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Students with special educational needs (SEN) but not intellectual disabilities (ID) follow the same New Senior Secondary (NSS) curriculum as other students in ordinary schools, i.e. core subjects (namely, Chinese Language, English Language, Mathematics and Liberal Studies), elective subjects (including Applied Learning (ApL) courses) and Other Learning Experiences (OLE).

Students with ID follow an adapted NSS curriculum which comprises three core subjects (namely, Chinese Language, Mathematics, Liberal Studies / Independent Living), elective subjects (including adapted ApL courses) and OLE.

As the NSS curriculum was only implemented in September 2009, there is no information of Senior Secondary subjects in the 2008/09 school year.

Relevant information of Senior Secondary subjects offered by special schools admitting students with SEN other than ID in the 2009/10 and 2010/11 school years are in Table 1, while that for special schools admitting students with ID are in Table 2.

**Table 1**

Senior Secondary subjects offered by special schools admitting students with SEN but not ID in the 2009/10 and 2010/11 school years:

	No of special schools offering the subjects		No. of classes			No. of students		
	2009/10 school year	2010/11 school year	2009/10 school year	2010/11 school year		2009/10 school year	2010/11 school year	
			S.4	S.4	S.5	S.4	S.4	S.5
Chinese Language (HKDSE)	13	13	15	13	16	155	130	140
Chinese Literature	1	1	2	0	3	1	0	1
English Language	13	13	15	13	16	155	130	140
Mathematics (Core Only)	12	13	14	13	16	140	128	138
Mathematics (Core & Extended)	4	2	6	0	3	15	0	3
Liberal Studies	13	13	15	13	16	155	128	140
Chinese History	4	4	5	2	6	19	10	14
Economics	2	2	3	1	4	5	6	7
History	1	2	1	2	1	3	3	2
Geography	2	2	4	0	5	7	0	5
Tourism & Hospitality Studies	2	2	2	2	2	29	25	25
Integrated Science	2	2	3	2	3	8	2	7
Business, Accounting and Financial Studies	4	5	4	5	4	35	41	25
Design & Applied Technology	2	1	3	1	1	22	15	15
Health Management & Social Care	2	2	2	1	2	22	15	22
Information & Communication Technology	9	9	11	9	12	61	54	56
Technology & Living	2	2	3	2	4	19	19	16
Visual Arts	7	7	8	6	9	40	47	33
Physical Education	2	2	2	2	2	12	15	9
ApL Courses	2	10	2	NA	17	17	NA	52

**Table 2**

Senior Secondary subjects offered by special schools admitting students with ID in the 2009/10 and 2010/11 school years:

	No of special schools offering the subjects		No. of classes			No. of students		
	2009/10 school year	2010/11 school year	2009/10 school year	2010/11 school year		2009/10 school year	2010/11 school year	
			S.4	S.4	S.5		S.4	S.4
Chinese Language	47	49	53	61	54	659	697	665
Mathematics	47	49	53	61	54	659	697	665
Liberal Studies / Independent Living	47	49	53	61	54	659	697	665
Ethics and Religious Studies	4	5	4	4	4	40	50	62
Design and Applied Technology	14	19	16	21	15	121	122	80
Information and Communication Technology	34	39	39	49	41	374	346	393
Technology and Living	36	37	41	48	36	356	338	329
Visual Arts	36	42	42	53	46	310	352	354
Music	24	27	28	32	27	189	179	169
Physical Education	42	42	48	50	48	338	358	353
Adapted ApL Courses	NA	32	NA	NA	22	NA	NA	222

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_

Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_

Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB130**

Question Serial No.

2139

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the 2009/10 and 2010/11 school years, the Education Bureau enhanced the teaching and learning support in schools for children with mild intellectual disability by reducing the class size to 15 students per class progressively by grade level. What were the additional manpower and expenditure involved? Please set out the details.

Asked by : Hon. CHEUNG Man-kwong

Reply :

To enhance the learning and teaching support for aided special schools for students with mild intellectual disability, the Education Bureau has reduced the class size of these schools from 20 to 15 students per class starting from Primary 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. For the 2009/10 school year, the estimated recurrent expenditure for implementing this improvement measure is around \$4.8 million, and about five additional teaching posts have been created in these schools. For the 2010/11 school year, the estimated additional recurrent expenditure is around \$3.4 million and about three more posts will be created, on top of the expenditure and posts created in the previous year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB131**

Question Serial No.

2140

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Bureau has enhanced the teaching and learning support in schools for children with mild intellectual disability by reducing the class size to 15 students per class progressively by grade level. Regarding this policy, please provide details of the additional resources to be further injected in the 2011/12 school year.

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2011/12 school year, the class size of aided special schools for children with mild intellectual disability will be further reduced, involving the creation of nine more teaching posts on top of the posts created in the previous two years. The estimated additional recurrent expenditure is around \$8.2 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB132**

Question Serial No.

2141

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Does the Administration have any plan to set out a timetable for reducing the class size of other types of special schools apart from those for children with mild intellectual disability to enhance the learning and teaching effectiveness?

Asked by : Hon. CHEUNG Man-kwong

Reply :

Having taken a holistic look at both the provisions for students in special schools and the various competing needs and priorities in the education sector, we have no plan to further reduce the class size of other types of special schools.

The Education Bureau will continue to provide various professional support for special schools to help them enhance their learning and teaching effectiveness. Apart from structured courses provided under the five-year teacher professional development framework on special educational needs, we also organise thematic training programmes, professional sharing activities, workshops and seminars, and work jointly with tertiary institutions to deliver professional development programmes for special school teachers. For the implementation of the new senior secondary curriculum in special schools, we enrich the curriculum materials, strengthen the professional development programmes for enhancing teachers' subject knowledge and pedagogy, develop resource materials to support learning and teaching and launch the "Collaborative Research and Development Projects" for dissemination of good practices.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB133**

Question Serial No.

2142

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

How many students with intellectual disability applied for extending their years of study in the 2008/09, 2009/10 and 2010/11 school years respectively? How many were successful? What is the success rate? What were the additional resources involved?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the past years, we allowed students in special schools, including schools for children with intellectual disability, to extend their years of study (EoS) if they were absent from school for a prolonged period due to health or other valid reasons. These students were counted towards demand in determining the number of operating classes to be approved for the coming school year. We also allowed special schools to make use of the vacancies under the approved class organisation to accommodate other students who could establish their need to extend. All applicants had to be approved by the Education Bureau (EDB).

With the implementation of the improvement measures on EoS with effect from the 2010/11 school year, we provide special schools with additional school places and allow them to exercise school-based judgement 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 school sector. Schools are no longer required to submit applications to EDB for approval.

The numbers of students applying / approved for EoS in the special schools and the respective success rates (where applicable) in the 2008/09, 2009/10 and 2010/11 school years are as follows:

School year	2008/09	2009/10	2010/11
Number of applications submitted to EDB (a)	198	388	Not applicable
Number of approved cases (b)	191	328	599
Success Rate [(b) / (a)]	96.5%	84.5%	Not applicable

We are unable to attribute a precise portion of the resources provided to EoS in the 2008/09 and 2009/10 school years as such provision was absorbed in the approved class organisation. For the 2010/11 school year, the additional recurrent expenditure for providing additional school places for EoS is estimated to be around \$80 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB134**

Question Serial No.

2143

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

According to the Administration's estimation, how many students with intellectual disability who have reached the age of 18 will apply for extending their years of study in the 2011/12 school year? How many school places will the Administration reserve for them?

Asked by : Hon. CHEUNG Man-kwong

Reply :

Under the New Senior Secondary academic structure, students of special schools will graduate from school upon completion of Secondary 6. The Education Bureau (EDB) no longer uses their age as the reference point to consider whether they should leave school.

In the 2011/12 school year, EDB will continue to implement the improvement measures on extension of years of study for students in schools for children with intellectual disability, schools for children with physical disability, schools for children with hearing impairment, and the school for children with visual impairment cum intellectual disability. 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, regardless of their age. For planning purpose, we have made provision for about 500 such additional places in the 2011/12 school year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB135**

Question Serial No.

2144

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In order to cater for special school students who need to extend their years of study, the Administration has pledged that in 2011/12, it will continue to implement the improvement measures introduced as from the 2010/11 school year. What are the details?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2011/12 school year, the Education Bureau (EDB) will continue to implement the improvement measures on extension of years of study for students in schools for children with intellectual disability, schools for children with physical disability, schools for children with hearing impairment, and the school for children with visual impairment cum intellectual disability. 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. For planning purpose, we have made provision for about 500 such additional places in the 2011/12 school year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12

Reply Serial No.

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

**EDB136**

Question Serial No.

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

2145

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 :

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 2008/09, 2009/10 and 2010/11 school years. Among all students with special educational needs, what is the percentage of those attending mainstream schools?

Asked by : Hon. CHEUNG Man-kwong

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 2008/09, 2009/10 and 2010/11 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 2008/09, 2009/10 and 2010/11 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, New Funding Mode and additional teachers to cater for low academic achievers.

As at September 2010, our record shows that about 80% of the students with various types of SEN are studying in mainstream schools.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Part I : Special schools

1. Number of students by types of disabilities

Type of Disability	2008/09 School Year	2009/10 School Year	2010/11 School Year
Visual Impairment	154	149	143
Hearing Impairment	176	153	136
Mild Intellectual Disability	2 927	2 923	3 072
Moderate Intellectual Disability	1 602	1 610	1 697
Severe Intellectual Disability	770	762	749
Physical Disability	816	845	877
<b>Total</b>	<b>6 445</b>	<b>6 442</b>	<b>6 674</b>

2. Average unit cost per school place

School Type	2008/09 School Year	2009/10 School Year	2010/11 School Year (Estimate)
Visual Impairment	\$173,000	\$173,500	\$174,500
Hearing Impairment	\$192,500	\$205,000	\$207,000
Mild Intellectual Disability	\$100,000	\$107,500	\$110,000
Moderate Intellectual Disability	\$167,500	\$169,500	\$185,000
Severe Intellectual Disability	\$235,000	\$239,000	\$242,500
Physical Disability	\$212,000	\$216,000	\$218,000

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

**1. Number of students by types of disabilities**

**Primary schools**

<b>Type of Disability</b>	<b>2008/09 School Year</b>	<b>2009/10 School Year</b>	<b>2010/11 School Year</b>
Visual Impairment	7	4	7
Hearing Impairment	28	21	17
Intellectual Disability	128	110	100
Physical Disability	24	26	23
Autism Spectrum Disorders	244	225	208
<b>Total</b>	<b>431</b>	<b>386</b>	<b>355</b>

**Secondary schools**

<b>Type of Disability</b>	<b>2008/09 School Year</b>	<b>2009/10 School Year</b>	<b>2010/11 School Year</b>
Visual Impairment	24	24	20
Hearing Impairment	44	39	26
Intellectual Disability	50	42	31
Physical Disability	27	18	16
Autism Spectrum Disorders	57	55	53
<b>Total</b>	<b>202</b>	<b>178</b>	<b>146</b>

**2. Average unit cost per school place**

<b>2008/09 School Year</b>	<b>2009/10 School Year</b>	<b>2010/11 School Year (Estimate)</b>
\$41,000	\$37,000	\$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 support services for students with special educational needs in mainstream schools.

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

Reply Serial No.

**EDB137**

Question Serial No.

2146

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 information, by school type and grade level, on the number of autistic students and the details of various support measures provided for them by Administration for the three school years of 2008/09, 2009/10 and 2010/11.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of students with Autism Spectrum Disorders (ASD) studying in public sector mainstream primary and secondary schools by grade in the 2008/09, 2009/10 and 2010/11 school years is set out in Appendix I. Owing to increased awareness among teachers and parents, more students with special educational needs (SEN), including those with ASD, are identified. Hence, the number has increased over the years.

All along, the Education Bureau (EDB) has been providing additional resources, professional support and teacher training to help schools cater for their students with SEN, including those with ASD. Details of these support services are set out in Appendix II.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011



**The number of students with ASD studying in mainstream schools by grade in the  
2008/09, 2009/10 and 2010/11 school years**

<b>Grade</b>	<b>2008/09 School Year</b>	<b>2009/10 School Year</b>	<b>2010/11 School Year</b>
P.1	251	254	368
P.2	271	296	382
P.3	209	305	353
P.4	168	248	366
P.5	161	191	288
P.6	142	182	227
<b>Sub-total</b>	<b>1202</b>	<b>1476</b>	<b>1984</b>
S.1	110	135	186
S.2	97	152	185
S.3	72	124	170
S.4	36	84	126
S.5	17	63	91
S.6	4	8	15
S.7	2	5	9
<b>Sub-total</b>	<b>338</b>	<b>571</b>	<b>782</b>
<b>Total</b>	<b>1540</b>	<b>2047</b>	<b>2766</b>

Note: The computer system specifically designed by EDB for collecting data concerning students with special educational needs was fully developed and open to secondary schools for direct input of the relevant data only in mid 2008.

**Additional services and resources provided in support of students with ASD  
studying in mainstream schools**

<b>Category</b>	<b>Service/Programme</b>	<b>Description</b>
Primary Education	Intensive Remedial Teaching Programme	Participating schools are provided with additional teachers to provide intensive remedial support for students with SEN / low academic achievement.
	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 SEN / low academic achievement.
	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with SEN through the Whole School Approach.
	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 SEN.
	School-based Educational Psychology Service	School-based Educational Psychology Service is provided to help schools cater for students' diverse educational needs.
	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.
	Intensive Support Grant for Hardcore or Clustered Students with SEN	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.
	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 SEN.
Secondary Education	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.

	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with SEN through the Whole School Approach.
	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 SEN.
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with SEN.
	School-based Educational Psychology Service	School-based Educational Psychology Service is provided to help schools cater for students' diverse educational needs.
	Intensive Support Grant for Hardcore or Clustered Students with SEN	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.
	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 SEN.
Other educational services and support for both primary and secondary schools	Teacher Training	Provision of professional development courses, school-based training on integrated education and other theme-based training activities for teachers of all schools.
	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 SEN.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB138**

Question Serial No.

2147

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 :

In 2011/12, the Administration will launch a three-year pilot scheme to improve autistic students' communication, emotion management and learning skills. Please provide the specific details and expenditure of the scheme, including the number of students expected to be benefited and their percentage share in this type of students each year.

Asked by : Hon. CHEUNG Man-kwong

Reply :

We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise (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 will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover about 40% of the students with ASD in the three-year period, which means around 800 primary and 300 secondary school students. For part (b) of the project, about 30 primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and the service providers.

The estimated expenditure for the three-year pilot project is \$38 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB139**

Question Serial No.

2148

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 :

Apart from autistic students, has the Administration considered providing intensive support for students with other special educational needs? If yes, what are the details? If no, please provide the justifications.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The Education Bureau (EDB) has been reviewing the service needs of students with special educational needs (SEN) on an on-going basis and implementing improvement measures where appropriate. Since the 2006/07 school year, we have been providing an Enhanced Speech Therapy Grant for primary schools to support students with speech and language impairment (SLI) and hearing impairment (HI). We have enhanced the funding arrangement for the Learning Support Grant for students with SEN for primary schools and provided this grant to secondary schools from the 2008/09 school year. We have also been extending the school-based educational psychologists service (SBEPS) by phases since the 2008/09 school year so that more schools could receive the comprehensive SBEPS at the school system, teacher and student support levels. Starting from the 2010/11 school year, EDB has improved the audiological support for students with HI by providing each hearing impaired student in need of binaural fitting with two hearing aids and shortening the replacement period to three years. Apart from the above, we have developed new assessment tools as well as intervention strategies and resource packages for supporting students with HI, SLI, specific learning difficulties, attention deficit / hyperactivity disorder, as well as autism spectrum disorders.

We will continue to ensure the quality of the support services for students with SEN and explore other enhancements having regard to their educational needs.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB140**

Question Serial No.

2149

Head : 156 Government Secretariat: Subhead (No. & title) :  
Education Bureau 700 General Non-recurrent

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown, by school type, school district and school sponsoring body, of the numbers of schools which had established an incorporated management committee (IMC), the percentages of aided IMC schools among all aided schools, and the amounts of grant provided by the Administration for the establishment of IMCs in aided schools for the 2008/09, 2009/10 and 2010/11 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

As at 1 March 2011, 441 aided schools operating under 159 school sponsoring bodies (SSBs) have set up their incorporated management committees (IMCs). The number of IMC schools under individual SSBs ranges from one to 34. The percentages of aided IMC schools among all aided schools in the 2008/09, 2009/10 and 2010/11 school years (as at 1 March 2011) are 48.7%, 51.8% and 52.2% respectively. The numbers of aided IMC schools by district and category in the 2008/09, 2009/10 and 2010/11 school years are at Appendix.

The actual expenditure in 2008-09, 2009-10 and the revised estimated expenditure in 2010-11 for supporting schools to set up their IMCs are \$54.9 million, \$41.4 million and \$34 million respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

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

District	2008/09 School Year (as at 31 August 2009)				2009/10 School Year (as at 31 August 2010)				2010/11 School Year (as at 1 March 2011)			
	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total	Secondary School	Primary School	Special School	Total
Central & Western	1	4	0	<b>5</b>	1	4	0	<b>5</b>	1	4	0	<b>5</b>
Eastern	11	12	1	<b>24</b>	12	12	1	<b>25</b>	12	12	1	<b>25</b>
Islands	5	8	1	<b>14</b>	4	8	1	<b>13</b>	4	8	1	<b>13</b>
Kowloon City	8	6	0	<b>14</b>	8	6	0	<b>14</b>	8	6	0	<b>14</b>
Kwai Tsing	18	13	5	<b>36</b>	18	13	5	<b>36</b>	18	13	5	<b>36</b>
Kwun Tong	8	13	3	<b>24</b>	8	13	4	<b>25</b>	8	13	4	<b>25</b>
North	11	19	2	<b>32</b>	11	19	2	<b>32</b>	11	20	2	<b>33</b>
Sai Kung	13	12	2	<b>27</b>	13	12	2	<b>27</b>	13	12	2	<b>27</b>
Sham Shui Po	6	5	5	<b>16</b>	6	5	5	<b>16</b>	6	5	5	<b>16</b>
Sha Tin	19	22	3	<b>44</b>	20	22	3	<b>45</b>	20	22	3	<b>45</b>
Southern	4	2	2	<b>8</b>	4	3	3	<b>10</b>	4	3	3	<b>10</b>
Tai Po	12	10	4	<b>26</b>	13	10	4	<b>27</b>	13	10	4	<b>27</b>
Tsuen Wan	6	9	0	<b>15</b>	7	9	0	<b>16</b>	7	9	0	<b>16</b>
Tuen Mun	25	25	3	<b>53</b>	26	26	3	<b>55</b>	26	26	3	<b>55</b>
Wan Chai	1	5	2	<b>8</b>	1	5	2	<b>8</b>	1	5	2	<b>8</b>
Wong Tai Sin	9	7	1	<b>17</b>	10	7	2	<b>19</b>	10	7	2	<b>19</b>
Yau Tsim Mong	2	6	1	<b>9</b>	2	7	2	<b>11</b>	2	7	2	<b>11</b>
Yuen Long	17	34	3	<b>54</b>	19	34	3	<b>56</b>	19	34	3	<b>56</b>
<b>Total number of Aided IMC Schools</b>	<b>176</b>	<b>212</b>	<b>38</b>	<b>426</b>	<b>183</b>	<b>215</b>	<b>42</b>	<b>440</b>	<b>183</b>	<b>216</b>	<b>42</b>	<b>441</b>

Note: The above table only shows the number of aided IMC schools. There are also 17 DSS schools with an IMC as at 1 March 2011.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB141**

Question Serial No.

2150

Head : 156 Government Secretariat: Subhead (No. & title) :  
Education Bureau 700 General Non-recurrent

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Education Ordinance requires all aided schools to submit their draft Incorporated Management Committee (IMC) constitutions to the Permanent Secretary for Education by 1 July 2011. Does the Administration have any measures to facilitate all aided schools in setting up IMC before the deadline in accordance with the law? If some schools have not set up IMC after the deadline, how will the Administration deal with it?

Asked by : Hon. CHEUNG Man-kwong

Reply :

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

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



Apart from the above measures, we have also issued circulars and letters to school sponsoring bodies, offering our support and reminding them to prepare for the setting up of IMCs. If some schools have not submitted draft IMC constitutions beyond the deadline, we will remind them that setting up the IMC is a requirement under the Education Ordinance and it is our duty to ensure compliance with the law. In this connection, we will also continue to offer assistance to the schools concerned and their sponsoring bodies in setting up their respective IMCs.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 11 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB142**

Question Serial No.

2151

Head : 156 Government Secretariat: Subhead (No. & title) :  
Education Bureau 700 General Non-recurrent

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The Administration has approved a commitment of \$350 million for providing a grant for establishment of incorporated management committee in aided schools. After deducting the revised estimated expenditure for 2010-11, there is a remaining balance of \$166.4 million. How will the Administration make use of the remaining balance?

Asked by : Hon. CHEUNG Man-kwong

Reply :

An amount of \$350 million was earmarked in 2005 for the disbursement of a one-off grant of \$350,000 to each school to facilitate its setting up of the Incorporated Management Committee (IMC). As at 1 March 2011, about 40% of the aided schools have yet to submit their draft IMC constitutions and the balance of \$166.4 million is delayed spending rather than saving and will thus be carried forward to 2011-12 for the same purpose, i.e. disbursement of the one-off grant to support schools in setting up their IMCs.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB143**

Question Serial No.

2152

Head : 156 Government Secretariat: Subhead (No. & title) : 700 General  
Education Bureau non-recurrent

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 :

Please provide the number of non-Chinese speaking (NCS) students and the student unit cost by grade in kindergartens, primary schools, secondary schools and tertiary institutions in the 2008/09, 2009/10 and 2010/11 school years in Hong Kong.

Asked by : Hon. CHEUNG Man-kwong

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 2008/09, 2009/10 and 2010/11 school years is tabulated at Annex.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

**Number of Non-Chinese speaking students  
by level and by grade in the 2008/09, 2009/10 and 2010/11 school years**

Level	Grade	2008/09 school year	2009/10 school year	2010/11 school year
Pre-primary (K1 to K3)	K1	3 500	3 465	3 963
	K2	3 855	3 671	4 215
	K3	2 859	2 877	3 014
	<b>K1-K3</b>	<b>10 214</b>	<b>10 013</b>	<b>11 192</b>
Primary (Primary 1 – 6)	P1	1 034	1 116	1 229
	P2	1 024	1 066	1 252
	P3	1 122	1 052	1 259
	P4	1 035	1 163	1 173
	P5	991	1 066	1 254
	P6	828	1 017	1 070
	<b>P1-P6</b>	<b>6 034</b>	<b>6 480</b>	<b>7 237</b>
Secondary (Secondary 1 – 7)	S1	970	1 099	1 304
	S2	820	976	1 145
	S3	715	802	995
	S4	583	692	815
	S5	483	519	645
	S6	166	179	189
	S7	105	139	143
	<b>S1-S7</b>	<b>3 842</b>	<b>4 406</b>	<b>5 236</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and under-graduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. The concerned institutions do not normally require course applicants to indicate their ethnic origin or first language. Hence, comprehensive statistics on the number of NCS students receiving tertiary education are not available.
6. Regarding the unit cost, the provision of teachers and grants to public-sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB144

Question Serial No.

2153

Head : 156 Government Secretariat: Subhead (No. & title) : 700 General  
Education Bureau non-recurrent

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 :

Please provide the number and names of schools designated for intensive support by the Education Bureau to cater for the needs of non-Chinese speaking (NCS) students, the number of these students by grade, the amount of provision received and the student unit cost in the 2008/09, 2009/10 and 2010/11 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of designated schools for non-Chinese speaking (NCS) students in the 2008/09, 2009/10 and 2010/11 school years is 22, 26 and 28 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 2008/09, 2009/10 and 2010/11 school years are at Annex.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

**Name of designated schools,  
number of NCS students by grade and  
amount of annual grant received  
in the 2008/09, 2009/10 and 2010/11 school years**

No.	Name of designated school	School year	Number of NCS students							Amount of annual grant (\$)
			P1	P2	P3	P4	P5	P6	Total	
<b>Primary schools</b>										
1	CNEC Ta Tung School	2008/09	8	13	10	21	11	4	67	500,000
		2009/10	9	5	12	9	19	11	65	500,000
		2010/11	8	9	4	14	9	17	61	500,000
2	Islamic Primary School	2008/09	50	49	69	75	103	36	382	600,000
		2009/10	51	53	61	67	72	109	413	600,000
		2010/11	24	54	62	65	70	70	345	600,000
3	Tsing Yi Trade Association Primary School	2008/09	11	8	7	3	5	1	35	400,000
		2009/10	11	11	7	6	2	5	42	400,000
		2010/11	12	11	10	7	6	2	48	400,000
4	Yuen Long Long Ping Estate Tung Koon Primary School	2008/09	38	31	21	15	2	0	107	600,000
		2009/10	48	38	31	27	23	2	169	600,000
		2010/11	68	44	37	31	26	26	232	600,000
5	Sir Ellis Kadoorie (Sookunpo) Primary School	2008/09	65	60	90	124	151	134	624	600,000
		2009/10	50	70	59	86	117	151	533	600,000
		2010/11	40	61	74	59	91	118	443	600,000
6	Jordan Road Government Primary School	2008/09	15	8	9	16	9	6	63	500,000
		2009/10	16	17	6	18	19	17	93	600,000
		2010/11	20	26	27	8	37	22	140	600,000
7	Li Cheng Uk Government Primary School	2008/09	48	71	120	121	125	124	609	600,000
		2009/10	107	61	77	119	119	128	611	600,000
		2010/11	89	117	113	122	153	122	716	600,000
8	Chiu Sheung School, Hong Kong	2008/09	38	22	18	2	3	2	85	500,000
		2009/10	43	41	29	19	1	3	136	600,000
		2010/11	45	44	40	28	19	1	177	600,000
9	Li Sing Tai Hang School	2008/09	45	55	54	59	36	49	298	600,000
		2009/10	44	29	55	58	57	36	279	600,000
		2010/11	42	48	49	54	58	56	307	600,000
10	Man Kiu Association Primary School	2008/09	46	60	49	64	52	48	319	600,000
		2009/10	50	48	65	61	74	57	355	600,000
		2010/11	47	54	54	68	55	70	348	600,000
11	Pat Heung Central Primary School	2008/09	13	19	22	29	29	27	139	600,000
		2009/10	13	20	21	29	32	34	149	600,000
		2010/11	21	14	29	32	37	30	163	600,000
12	Po Kok Primary School	2008/09	28	25	28	19	0	3	103	600,000
		2009/10	47	35	27	30	23	0	162	600,000
		2010/11	46	49	36	29	28	18	206	600,000

13	Hong Kong Taoist Association Wun Tsuen School	2008/09	76	64	82	99	96	72	489	600,000
		2009/10	62	81	67	83	103	98	494	600,000
		2010/11	86	77	100	88	96	133	580	600,000
14	Yaumati Kaifong Association School	2008/09	63	75	70	73	68	63	412	600,000
		2009/10	72	68	70	71	72	66	419	600,000
		2010/11	63	66	68	67	73	71	408	600,000
15	Islamic Dharwood Pau Memorial Primary School	2008/09	61	38	36	22	20	18	195	600,000
		2009/10	42	66	37	33	22	20	220	600,000
		2010/11	48	45	71	38	34	20	256	600,000
16	Po On Commercial Association Wan Ho Kan Primary School	2008/09	7	9	7	2	4	2	31	400,000
		2009/10	3	6	10	9	2	3	33	400,000
		2010/11	7	6	7	12	11	2	45	400,000
17	Bui O Public School	2008/09	-	-	-	-	-	-	-	-
		2009/10	11	8	10	15	15	16	75	500,000
		2010/11	19	11	14	14	16	17	91	600,000
18	Northern Lamma School	2008/09	-	-	-	-	-	-	-	-
		2009/10	-	-	-	-	-	-	-	-
		2010/11	12	8	6	10	5	4	45	400,000
19	Sai Kung Central Lee Siu Yam Memorial School	2008/09	-	-	-	-	-	-	-	-
		2009/10	-	-	-	-	-	-	-	-
		2010/11	15	16	8	6	1	4	50	400,000

Secondary schools		S1	S2	S3	S4	S5	S6	S7	Total	Amount of annual grant (\$)	
1	Delia Memorial School (Broadway)	2008/09	177	170	159	143	105	22	16	792	600,000
		2009/10	171	173	166	138	124	23	21	816	600,000
		2010/11	170	166	161	145	109	26	19	796	600,000
2	Delia Memorial School (Hip Wo)	2008/09	144	132	115	107	100	9	4	611	600,000
		2009/10	174	137	113	106	100	6	8	644	600,000
		2010/11	158	178	145	106	101	8	6	702	600,000
3	Pak Kau College	2008/09	5	2	42	17	11	0	0	77	500,000
		2009/10	4	4	2	45	15	0	0	70	500,000
		2010/11	9	5	8	2	39	0	0	63	500,000
4	Caritas Tuen Mun Marden Foundation Secondary School	2008/09	67	23	1	0	0	0	0	91	600,000
		2009/10	69	66	34	1	0	0	0	170	600,000
		2010/11	79	68	63	44	0	0	0	254	600,000
5	Islamic Kasim Tuet Memorial College	2008/09	79	72	64	72	42	0	0	329	600,000
		2009/10	88	76	69	66	60	1	0	360	600,000
		2010/11	80	95	78	62	46	2	1	364	600,000
6	Sir Ellis Kadoorie Secondary School (West Kowloon)	2008/09	121	87	73	67	66	0	0	414	600,000
		2009/10	124	125	85	75	60	0	0	469	600,000
		2010/11	144	115	119	75	59	0	0	512	600,000
7	St Margaret's Girls' College, Hong Kong	2008/09	-	-	-	-	-	-	-	-	-
		2009/10	55	43	31	18	7	2	0	156	600,000
		2010/11	58	53	43	35	13	0	2	204	600,000

8	Bethel High School	2008/09	-	-	-	-	-	-	-	-	-
		2009/10	1	14	0	0	0	0	0	15	300,000
		2010/11	32	12	28	0	0	0	0	72	500,000
9	Buddhist Fat Ho Memorial College	2008/09	-	-	-	-	-	-	-	-	-
		2009/10	10	13	3	2	0	0	0	28	400,000
		2010/11	20	16	17	11	1	0	0	65	500,000

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. As the school concerned was not a designated school at that time, a “ - ” is used to denote inapplicability.
4. The amount of annual grant payable to the schools depends on the number of NCS students of the schools during the Headcount.
5. Regarding the unit cost, the provision of teachers and grants to public-sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB145**

Question Serial No.

2154

Head : 156 Government Secretariat: Subhead (No. & title) : 700 General  
 Education Bureau non-recurrent

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 :

Please provide the number of non-Chinese speaking (NCS) students by grade and the student unit cost in non-designated schools in the 2008/09, 2009/10 and 2010/11 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

According to the information collected through the Student Enrolment Survey, the number of non-Chinese speaking (NCS) students by grade in non-designated schools in the 2008/09, 2009/10 and 2010/11 school years is tabulated below:

Grade	2008/09 school year	2009/10 school year	2010/11 school year
P1	422	437	517
P2	417	409	492
P3	430	408	450
P4	291	423	421
P5	277	294	429
P6	239	261	267
<b>P1-P6</b>	<b>2 076</b>	<b>2 232</b>	<b>2 576</b>
S1	377	403	554
S2	334	325	437
S3	261	299	333
S4	177	241	335
S5	159	153	277
S6	135	147	153
S7	85	110	115
<b>S1-S7</b>	<b>1 528</b>	<b>1 678</b>	<b>2 204</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
4. Regarding the unit cost, the provision of teachers and grants to public-sector schools is basically the same. The total amount of resources for individual schools may vary depending on the education initiatives that a school has applied for.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB146**

Question Serial No.

2155

Head : 156 Government Secretariat: Subhead (No. & title) : 700 General  
Education Bureau Non-recurrent

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 :

Please provide details of measures by and funding from the Education Bureau for education support to non-Chinese speaking (NCS) students in the 2008/09, 2009/10 and 2010/11 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The educational support measures for non-Chinese speaking (NCS) students taken place in the 2008/09, 2009/10 and 2010/11 school years and the expenditures are tabulated below:

<b>Support measures</b>	<b>Actual expenditure in 2008/09 school year \$ million</b>	<b>Actual expenditure in 2009/10 school year \$ million</b>	<b>Estimated expenditure in 2010/11 school year \$ million</b>
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	12.4	14.4	15.6

<p>Development of the Supplementary Guide to the Chinese Language curriculum for NCS students</p> <p>Development of learning materials covering both the primary and secondary levels for distribution to schools and NCS students, as well as a series of teaching reference materials and assessment tools, and organisation of workshops for teachers to tie in with the issue of the Supplementary Guide</p>	<p style="text-align: center;">*</p> <p>An additional sum of about \$3.3 million to continue with the study being conducted for development of teaching reference materials to support the development of the Supplementary Guide (while the other study started in 2006/07 school year has been completed)</p>	<p style="text-align: center;">*</p> <p>An additional sum of about \$4.5 million to continue with the remaining study and for development of teaching reference materials and assessment tools</p>	<p style="text-align: center;">*</p> <p>An additional sum of about \$2.0 million to continue with the development of teaching reference materials and assessment tools</p>
<p>Training programmes for Chinese Language teachers in primary schools with NCS students</p>	<p style="text-align: center;">0.06</p>	<p style="text-align: center;">0.26</p>	<p>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.</p>
<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 style="text-align: center;">2.0</p>	<p style="text-align: center;">2.3</p>	<p style="text-align: center;">2.9</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 extended Chinese learning programmes	-	-	10.5
Summer Bridging Programmes for NCS students in primary schools	1.2	#	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 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

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 due to suspension of classes in primary schools due to Human Swine Influenza.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB147**

Question Serial No.

Head : 156 Government Secretariat: Subhead (No. & title) : 700 General  
Education Bureau non-recurrent

2156

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 :

Please provide the names of two other designated schools to be added by the Education Bureau, the number of students expected to benefit from the measure and details of the expenditure incurred for the 2011/12 school year.

Asked by : Hon. CHEUNG Man-kwong

Reply :

We aim to increase the number of designated schools from 28 in the 2010/11 school year to 30 by the 2011/12 school year. As the additional designated schools have yet to be identified, we are unable to confirm at this stage the names of these schools, the estimated number of non-Chinese speaking students involved and the expenditure to be incurred. For planning purpose, we have earmarked \$16.8 million for provision of grant to designated schools in the 2011/12 school year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB148**

Head : 156 Government Secretariat: Subhead (No. & title) : 700 General  
Education Bureau non-recurrent

Question Serial No.

2157

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 :

Will the Administration review the effectiveness of the existing support measures for non-Chinese speaking (NCS) students? Does it plan to provide additional resources for non-designated school with NCS students to help these students to learn Chinese more effectively, and what are the details?

Asked by : Hon. CHEUNG Man-kwong

Reply :

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 effectiveness of the measures with feedback from stakeholders to facilitate NCS students' adaptation to the local curriculum. Special attention is also given to their learning of the Chinese language. These support measures cover three main aspects, i.e. development of the Supplementary Guide to the Chinese Language Curriculum for NCS students with tailor-made teaching and learning materials for both teachers and students; assisting designated schools in developing school-based measures and accumulating teaching experiences for dissemination to other schools admitting NCS students; and provision of after-school support for NCS students to help them reinforce what they have learnt during lessons.

In order to help NCS students in the learning of the Chinese Language, we have, as a three-year pilot project rolled out in the 2010/11 school year, provided funding to non-designated schools to put in place diversified after-school extended Chinese learning programmes for NCS students. Further, a pilot scheme on Workplace Chinese Language for NCS students is under planning 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. Detailed arrangements of the scheme will be worked out taking into account the views of different stakeholders.

Signature

Name in block letters

Mrs Cherry Tse

Post Title

Permanent Secretary for Education

Date

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB149**

Question Serial No.

2809

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 :

In respect of the total expenditure on education and the expenditure on pre-primary education, primary education, secondary education, teacher training, adult education, higher education, technical education, vocational education and departmental support, could the Administration provide details as to their levels of expenditure, their respective percentages of the Gross Domestic Product (GDP), the share of each of these education areas in the total expenditure on education and data on any increase or decrease in provision in 2006-07, 2007-08, 2008-09, 2009-10 and 2010-11?

Asked by : Hon. CHEUNG Man-kwong

Reply :

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

As the expenditure under CWRF 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 GRA only. The information required is given in the **Annex**.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry TSE

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 10 March 2011



## Annex

### (i) Breakdown of education expenditure under GRA by area (rounded to the nearest \$5 million)

	2006-07	2007-08	2008-09	2009-10	2010-11 (Revised Estimate)
	\$million	\$million	\$million	\$million	\$million
Pre-primary	1,290	1,710	2,155	2,225	2,455
Primary	10,360	10,745	11,200	11,255	11,575
Secondary	16,725	17,720	19,630	20,050	20,780
Special	1,185	1,275	1,370	1,405	1,505
Teacher Training <sup>(1)</sup>	1,120	1,095	1,140	1,105	1,115
Vocational Education <sup>(2)</sup>	1,660	1,725	1,870	2,000	1,960
Higher Education <sup>(3)</sup>	12,605	13,535	30,755	12,320	13,145
Others <sup>(4)</sup>	2,355	1,855	2,025	2,150	2,865
Total under GRA <sup>(3)&amp;(5)</sup>	47,300	49,665	70,145	52,505	55,405

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

	2006-07	2007-08	2008-09	2009-10	2010-11 (Revised Estimate)
Pre-primary	0.09%	0.10%	0.13%	0.13%	0.14%
Primary	0.69%	0.65%	0.68%	0.68%	0.66%
Secondary	1.12%	1.07%	1.19%	1.21%	1.19%
Special	0.08%	0.08%	0.08%	0.08%	0.09%
Teacher Training <sup>(1)</sup>	0.07%	0.07%	0.07%	0.07%	0.06%
Vocational Education <sup>(2)</sup>	0.11%	0.10%	0.11%	0.12%	0.11%
Higher Education <sup>(3)</sup>	0.84%	0.82%	1.87%	0.74%	0.75%
Others <sup>(4)</sup>	0.16%	0.11%	0.12%	0.13%	0.16%
Total under GRA <sup>(3)&amp;(5)</sup>	3.15%	3.00%	4.26%	3.17%	3.17%

Total expenditure on education (including GRA, CWRP and Loan Fund)	3.46%	3.26%	4.55%	3.52%	3.54%
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GDP (\$ million) <sup>(6)</sup>	1,499,994	1,652,799	1,646,755	1,655,540	1,748,090
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### (iii) Share of education expenditure under GRA by area

	2006-07	2007-08	2008-09	2009-10	2010-11 (Revised Estimate)
Pre-primary	2.7%	3.4%	3.1%	4.2%	4.4%
Primary	21.9%	21.6%	16.0%	21.4%	20.9%
Secondary	35.4%	35.7%	28.0%	38.2%	37.5%
Special	2.5%	2.6%	2.0%	2.7%	2.7%
Teacher Training <sup>(1)</sup>	2.4%	2.2%	1.6%	2.1%	2.0%
Vocational Education <sup>(2)</sup>	3.5%	3.5%	2.7%	3.8%	3.5%
Higher Education <sup>(3)</sup>	26.6%	27.3%	43.8%	23.5%	23.7%
Others <sup>(4)</sup>	5.0%	3.7%	2.9%	4.1%	5.2%
Total under GRA <sup>(3)&amp;(5)</sup>	100%	100%	100%	100%	100%

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

	2006-07 against 2005-06		2007-08 against 2006-07		2008-09 against 2007-08		2009-10 against 2008-09		2010-11 Revised Estimate against 2009-10	
	\$million	%	\$million	%	\$million	%	\$million	%	\$million	%
Pre-primary	60	4.9%	420	32.6%	445	26.0%	70	3.2%	230	10.3%
Primary	-145	-1.4%	385	3.7%	455	4.2%	55	0.5%	320	2.8%
Secondary	310	1.9%	995	5.9%	1,910	10.8%	420	2.1%	730	3.6%
Special	0	0.0%	90	7.6%	95	7.5%	35	2.6%	100	7.1%
Adult <sup>(7)</sup>	-10	-100.0%	-	-	-	-	-	-	-	-
Teacher Training <sup>(1)</sup>	-60	-5.1%	-25	-2.2%	45	4.1%	-35	-3.1%	10	0.9%
Vocational Education <sup>(2)</sup>	-95	-5.4%	65	3.9%	145	8.4%	130	7.0%	-40	-2.0%
Higher Education <sup>(3)</sup>	185	1.5%	930	7.4%	17,220	127.2%	-18,435	-59.9%	825	6.7%
Others <sup>(4)</sup>	-350	-12.9%	-500	-21.2%	170	9.2%	125	6.2%	715	33.3%
Total under GRA <sup>(3)&amp;(5)</sup>	-105	-0.2%	2,365	5.0%	20,480	41.2%	-17,640	-25.1%	2,900	5.5%

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. It does not include costs of teacher training funded by the Language Fund.*
2. *Expenditure on vocational education covers technical education offered by the Hong Kong Institute of Vocational Education at both higher technician and technician levels. These figures take into account the impact of the re-alignment between vocational education and vocational training due to the re-organisation of the Government Secretariat with effect from 1 July 2007.*
3. *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 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. *Figures are subject to further revision by Census & Statistics Department. The figures for 2006-07 to 2009-10 are financial-year-based while the figure for 2010-11 is calendar-year-based.*
7. *The adult education course run by the Government was completely phased out in August 2005. Starting from the 2005/06 school year, subsidies are provided to students through the Financial Assistance Scheme for Designated Evening Adult Education Courses.*



## Annex

## Education Expenditure in 2007-08 to 2010-11

	2007-08		2008-09		2009-10		2010-11	
	Amount Unspent and Lapsed \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed \$ million	% of Actual Expenditure over Approved Estimate	Amount Unspent and Lapsed \$ million	% of Actual Expenditure over Approved Estimate	Estimated Amount Unspent \$ million	% of Revised Estimate over Approved Estimate
(a) Subventions to schools/ institutions and subsidies to kindergartens	1,460 (3%)	97%	545 (1%)	99%	2,090 (4%)	96%	1,563 (3%)	97%
(b) Student financial assistance/ loans to students/ schools/ institutions	1,211 (21%)	79%	1,060 (19%)	81%	940 (17%)	83%	-51 (-1%)	101%
(c) Capital works expenditure	680 (23%)	77%	398 (12%)	88%	105 (3%)	97%	182 (4%)	96%
(d) Departmental expenses of Education Bureau and departments under its purview	378 (9%)	91%	277 (6%)	94%	290 (7%)	93%	183 (4%)	96%
Total	3,729 (6%)	94%	2,280 (3%)	97%	3,425 (6%)	94%	1,877 (3%)	97%

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB151**

Question Serial No.

2811

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 respective number of classes and school places reduced, the number of schools closed and the amount of expenditure saved due to the reduction in the number of operating classes or closure in primary and secondary schools for the 2003/04, 2004/05, 2005/06, 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the government and aided school sector, the number of classes and school places reduced, the number of schools closed as well as the savings involved for the 2003/04, 2004/05, 2005/06, 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11 school years are as follows-

School Year	Primary				Secondary			
	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	No. of Schools Closed	Estimated Savings (\$m) (Note 3)	No. of Classes Reduced (Note 1)	No. of School Places Reduced (Note 2)	No. of Schools Closed	Estimated Savings (\$m) (Note 3)
2003/04	407	14 042	6	136	49	1 887	0	26
2004/05	654	22 563	12	216	70	2 695	0	36
2005/06	735	23 814	15	252	41	1 574	0	22
2006/07	574	18 540	32	235	30	1 113	1	24
2007/08	632	20 161	14	261	26	962	4	18
2008/09	483	14 973	19	223	200	7 320	1	53
2009/10	285	8 522	12	142	55	1 969	3	36
2010/11	165	4 769	8	92	86	2 950	0	57

Remark: Please see the notes for the table at the Appendix.

Notwithstanding the above assessment, 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 \$10,805 million in 2003-04 to \$10,999 million in 2010-11, and from \$16,081 million in 2003-04 to \$19,782 million in 2010-11.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_

Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_

Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Notes:

1. The numbers were taken in September of the respective school years and they include classes reduced due to school closure, if any.
2. The average class size is 34.5 for primary schools and 38.5 for secondary schools in the 2003/04 and 2004/05 school year; 32.4 for primary schools and 38.4 for secondary schools in the 2005/06 school year; and 32.3 for primary schools and 37.1 for secondary schools in the 2006/07 school year; and 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; and 28.9 for primary schools and 34.3 for secondary schools in the 2010/11 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 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.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB152**

Question Serial No.

2812

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 2006/07 to 2010/11 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; and
- (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.

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 from the school years 2006/07 to 2010/11 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 from the school years 2006/07 to 2010/11 are provided at Annex II.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011



**Number of students from the Mainland newly admitted to  
aided primary and secondary schools by class level  
in the 2006/07 to 2010/11 school years**

Class level	Number of students from the Mainland newly admitted to aided primary and secondary schools <sup>Notes</sup>				
	2006/07	2007/08	2008/09	2009/10	2010/11
Primary 1	3 003	2 327	1 936	1 612	1 024
Primary 2	1 252	470	517	394	347
Primary 3	1 285	532	536	477	384
Primary 4	1 509	636	706	525	437
Primary 5	1 542	670	724	602	491
Primary 6	1 042	359	461	308	256
<b>Total</b>	<b>9 633</b>	<b>4 994</b>	<b>4 880</b>	<b>3 918</b>	<b>2 939</b>
Secondary 1	1 208	756	922	712	802
Secondary 2	931	471	548	546	398
Secondary 3	952	470	624	516	489
Secondary 4	420	244	255	310	351
Secondary 5	86	29	43	26	87
Secondary 6	4	3	1	3	3
Secondary 7	0	0	1	0	0
<b>Total</b>	<b>3 601</b>	<b>1 973</b>	<b>2 394</b>	<b>2 113</b>	<b>2 130</b>

- 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) Statistics for the 2010/11 are provisional figures.

**Number of cross-boundary students living in the Mainland  
but attending local primary and secondary schools by class level  
in the 2006/07 to 2010/11 school years**

Class level	Number of cross-boundary students living in the Mainland but studying in local primary and secondary schools <sup>Notes</sup>				
	2006/07	2007/08	2008/09	2009/10	2010/11
Primary 1	762	836	906	895	1 095
Primary 2	578	766	821	821	852
Primary 3	474	598	745	696	800
Primary 4	418	503	594	684	688
Primary 5	336	410	478	537	648
Primary 6	310	353	366	457	492
<b>Total</b>	<b>2 878</b>	<b>3 466</b>	<b>3 910</b>	<b>4 090</b>	<b>4 575</b>
Secondary 1	276	306	314	348	453
Secondary 2	183	231	256	304	314
Secondary 3	161	180	240	236	293
Secondary 4	89	120	136	221	218
Secondary 5	57	75	103	124	210
Secondary 6	16	11	20	17	30
Secondary 7	17	14	9	17	20
<b>Total</b>	<b>799</b>	<b>937</b>	<b>1 078</b>	<b>1 267</b>	<b>1 538</b>

- Note: (i) Figures indicate the number of cross-boundary students attending public sector schools (including special schools) in Hong Kong.
- (ii) In the 2006/07 school year, figures were collected from the North, Yuen Long and Tai Po Districts through a survey. In 2007/08 and 2008/09, the surveys were extended to include Tuen Mun District, and in 2009/10 and 2010/11 further extended to include Sha Tin, Tsuen Wan and Kwai Tsing Districts.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB154**

Question Serial No.

2814

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 :

Out of the primary schools and secondary schools which have ceased Primary 1 or Secondary 1 admission or ceased operation in the five school years between 2006/07 and 2010/11, please provide for each year the number of those schools which have undergone improvement works under the School Improvement Programme. What are the dates of completion of these projects and the costs involved?

Asked by : Hon. CHEUNG Man-kwong

Reply :

**Primary Schools**

The School Improvement Programme (SIP) is a policy initiative taken in 1994 to improve the learning environment of existing government and aided schools, many of which were built years ago, to bring up their facilities to the prevailing standards in-situ as far as practicable. Depending on any site constraints and the configuration of existing premises, the scope of works for individual projects varied, with some projects involving only small-scale alteration and conversion works.

Individual primary schools may not be operating Primary 1 (P1) classes or have actually ceased operation during the period from the 2006/07 to 2010/11 school years for various reasons, some of which may not be related to the consolidation arrangements introduced by the Government, e.g. merging of schools, conversion to whole-day operation etc. Among the primary schools which have ceased P1 admission or have already ceased operation during this period of time, 24 schools have undergone improvement works under the SIP, with a breakdown by school year as follows:-

<b>Year of Suspension of P1 Admission (School Year)</b>	<b>Number of Schools</b>
2006/07	7
2007/08	10
2008/09	2
2009/10	2
2010/11	3
<b>Total</b>	<b>24</b>

A breakdown of their project cost is as follows:-

<b>Range of Project Cost</b>	<b>Number of Schools</b>
\$1M to less than \$10M	4
\$10M to less than \$20M	9
\$20M to less than \$30M	8
\$30M to less than \$35M	3
<b>Total</b>	<b>24</b>

The years of completion for these 24 SIP projects are as follows:-

<b>Years of Completion (School Year)</b>	<b>Number of Schools</b>
1997/98	6
1998/99	2
1999/00	1
2000/01	1
2001/02	0
2002/03	3
2003/04	3
2004/05	7
2005/06	1
<b>Total</b>	<b>24</b>

### **Secondary Schools**

Among the secondary schools which have ceased Secondary 1 (S1) admission or have already ceased operation during the period from the 2006/07 to 2010/11 school years, seven schools have undergone improvement works under the SIP, with a breakdown by school year as follows:-

<b>Year of Suspension of S1 Admission (School Year)</b>	<b>Number of Schools</b>
2006/07	4
2007/08	3
2008/09	0
2009/10	0
2010/11	0
<b>Total</b>	<b>7</b>

A breakdown of their project cost is as follows:-

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

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

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

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry TSE

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011



**Table 1: Number of Kindergartens by District and by Type, 2010/11 School Year**

District	Non-Profit Making	Private Independent	All Types
Central & Western	33	8	41
Wan Chai	26	6	32
Eastern	63	19	82
Southern	25	15	40
Yau Tsim Mong	29	6	35
Sham Shui Po	40	1	41
Kowloon City	58	27	85
Wong Tai Sin	47	0	47
Kwun Tong	68	2	70
Sai Kung	47	11	58
Sha Tin	59	14	73
Tai Po	29	6	35
North	40	4	44
Yuen Long	66	5	71
Tuen Mun	58	5	63
Tsuen Wan	30	5	35
Kwai Tsing	62	3	65
Islands	25	9	34
All Districts	805	146	951

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, 2010/11 School Year**

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Central & Western	K1	2 125	1 726	286	178	2 411	1 904
	K2	1 952	1 611	339	242	2 291	1 853
	K3	1 972	1 651	215	153	2 187	1 804
	All Grades	6 049	4 988	840	573	6 889	5 561
Wan Chai	K1	2 381	1 936	150	93	2 531	2 029
	K2	2 329	1 864	235	138	2 564	2 002
	K3	2 083	1 611	206	127	2 289	1 738
	All Grades	6 793	5 411	591	358	7 384	5 769
Eastern	K1	3 897	2 849	1 266	946	5 163	3 795
	K2	3 781	2 800	775	595	4 556	3 395
	K3	3 829	2 797	638	474	4 467	3 271
	All Grades	11 507	8 446	2 679	2 015	14 186	10 461
Southern	K1	1 155	951	1 051	583	2 206	1 534
	K2	1 436	1 092	803	443	2 239	1 535
	K3	1 650	1 189	420	259	2 070	1 448
	All Grades	4 241	3 232	2 274	1 285	6 515	4 517
Yau Tsim Mong	K1	1 766	1 400	588	431	2 354	1 831
	K2	1 684	1 366	461	364	2 145	1 730
	K3	1 700	1 345	251	198	1 951	1 543
	All Grades	5 150	4 111	1 300	993	6 450	5 104
Sham Shui Po	K1	3 270	2 437	32	11	3 302	2 448
	K2	3 158	2 384	20	7	3 178	2 391
	K3	3 103	2 336	28	9	3 131	2 345
	All Grades	9 531	7 157	80	27	9 611	7 184
Kowloon City	K1	4 906	3 995	3 951	3 243	8 857	7 238
	K2	4 854	3 894	3 399	2 955	8 253	6 849
	K3	4 640	3 725	2 651	2 357	7 291	6 082
	All Grades	14 400	11 614	10 001	8 555	24 401	20 169
Wong Tai Sin	K1	2 737	2 131	0	0	2 737	2 131
	K2	2 868	2 261	0	0	2 868	2 261
	K3	2 886	2 196	0	0	2 886	2 196
	All Grades	8 491	6 588	0	0	8 491	6 588

## Appendix (a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Kwun Tong	K1	4 734	3 596	86	50	4 820	3 646
	K2	4 580	3 566	146	83	4 726	3 649
	K3	4 737	3 615	98	58	4 835	3 673
	All Grades	14 051	10 777	330	191	14 381	10 968
Sai Kung	K1	2 735	2 076	515	394	3 250	2 470
	K2	2 690	2 039	344	249	3 034	2 288
	K3	2 494	1 862	340	255	2 834	2 117
	All Grades	7 919	5 977	1 199	898	9 118	6 875
Sha Tin	K1	4 055	3 116	799	613	4 854	3 729
	K2	3 905	3 029	648	511	4 553	3 540
	K3	3 711	2 876	613	463	4 324	3 339
	All Grades	11 671	9 021	2 060	1 587	13 731	10 608
Tai Po	K1	1 783	1 417	418	311	2 201	1 728
	K2	1 669	1 316	423	320	2 092	1 636
	K3	1 557	1 254	403	312	1 960	1 566
	All Grades	5 009	3 987	1 244	943	6 253	4 930
North	K1	3 185	2 919	240	142	3 425	3 061
	K2	3 218	2 977	73	56	3 291	3 033
	K3	3 195	2 941	90	67	3 285	3 008
	All Grades	9 598	8 837	403	265	10 001	9 102
Yuen Long	K1	5 187	4 269	318	222	5 505	4 491
	K2	5 013	4 124	247	175	5 260	4 299
	K3	4 746	3 956	202	144	4 948	4 100
	All Grades	14 946	12 349	767	541	15 713	12 890
Tuen Mun	K1	4 056	3 180	193	124	4 249	3 304
	K2	3 903	3 045	170	105	4 073	3 150
	K3	3 727	2 940	116	76	3 843	3 016
	All Grades	11 686	9 165	479	305	12 165	9 470
Tsuen Wan	K1	2 026	1 688	290	197	2 316	1 885
	K2	1 949	1 658	226	168	2 175	1 826
	K3	1 994	1 700	200	133	2 194	1 833
	All Grades	5 969	5 046	716	498	6 685	5 544
Kwai Tsing	K1	4 074	3 093	205	188	4 279	3 281
	K2	4 016	3 076	201	163	4 217	3 239
	K3	4 017	3 071	217	167	4 234	3 238
	All Grades	12 107	9 240	623	518	12 730	9 758

## Appendix (a) (Cont'd.)

District	Grade	Non-Profit Making		Private Independent		All Types	
		Places	Students	Places	Students	Places	Students
Islands	K1	1 225	856	369	262	1 594	1 118
	K2	1 417	960	415	244	1 832	1 204
	K3	1 405	980	193	140	1 598	1 120
	All Grades	4 047	2 796	977	646	5 024	3 442
All Districts	K1	55 297	43 635	10 757	7 988	66 054	51 623
	K2	54 422	43 062	8 925	6 818	63 347	49 880
	K3	53 446	42 045	6 881	5 392	60 327	47 437
	All Grades	163 165	128 742	26 563	20 198	189 728	148 940

## Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2010.
- (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, 2010/11 School Year**

District	Grade	Non-Profit Making	Private Independent	All Types
Central & Western	K1	399	108	507
	K2	341	97	438
	K3	321	62	383
	All Grades	1 061	267	1 328
Wan Chai	K1	445	57	502
	K2	465	97	562
	K3	472	79	551
	All Grades	1 382	233	1 615
Eastern	K1	1 048	320	1 368
	K2	981	180	1 161
	K3	1 032	164	1 196
	All Grades	3 061	664	3 725
Southern	K1	204	468	672
	K2	344	360	704
	K3	461	161	622
	All Grades	1 009	989	1 998
Yau Tsim Mong	K1	366	157	523
	K2	318	97	415
	K3	355	53	408
	All Grades	1 039	307	1 346
Sham Shui Po	K1	833	21	854
	K2	774	13	787
	K3	767	19	786
	All Grades	2 374	53	2 427
Kowloon City	K1	911	708	1 619
	K2	960	444	1 404
	K3	915	294	1 209
	All Grades	2 786	1 446	4 232
Wong Tai Sin	K1	606	0	606
	K2	607	0	607
	K3	690	0	690
	All Grades	1 903	0	1 903

## Appendix (a) (Cont'd.)

District	Grade	Non-Profit Making	Private Independent	All Types
Kwun Tong	K1	1 138	36	1 174
	K2	1 014	63	1 077
	K3	1 122	40	1 162
	All Grades	3 274	139	3 413
Sai Kung	K1	659	121	780
	K2	651	95	746
	K3	632	85	717
	All Grades	1 942	301	2 243
Sha Tin	K1	939	186	1 125
	K2	876	137	1 013
	K3	835	150	985
	All Grades	2 650	473	3 123
Tai Po	K1	366	107	473
	K2	353	103	456
	K3	303	91	394
	All Grades	1 022	301	1 323
North	K1	266	98	364
	K2	241	17	258
	K3	254	23	277
	All Grades	761	138	899
Yuen Long	K1	918	96	1 014
	K2	889	72	961
	K3	790	58	848
	All Grades	2 597	226	2 823
Tuen Mun	K1	876	69	945
	K2	858	65	923
	K3	787	40	827
	All Grades	2 521	174	2 695
Tsuen Wan	K1	338	93	431
	K2	291	58	349
	K3	294	67	361
	All Grades	923	218	1 141
Kwai Tsing	K1	981	17	998
	K2	940	38	978
	K3	946	50	996
	All Grades	2 867	105	2 972

District	Grade	Non-Profit Making	Private Independent	All Types
Islands	K1	369	107	476
	K2	457	171	628
	K3	425	53	478
	All Grades	1 251	331	1 582
All Districts	K1	11 662	2 769	14 431
	K2	11 360	2 107	13 467
	K3	11 401	1 489	12 890
	All Grades	34 423	6 365	40 788

## Notes:

- (1) Figures do not include special schools.
- (2) Figures refer to the position as at September 2010.
- (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, 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: Number of Operating Classes, Places and Students 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		
		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	89	40	1 120	999	3	96	96	12	506	308	8	186	182	67	2 018	1 674
	P2	4	110	97	41	1 145	1 059	3	96	96	12	470	302	7	182	183	67	2 003	1 737
	P3	4	120	101	38	1 110	1 046	3	90	90	12	503	328	12	294	264	69	2 117	1 829
	P4	4	128	115	39	1 248	1 163	3	87	87	13	451	309	11	284	257	70	2 198	1 931
	P5	4	128	127	41	1 312	1 280	3	90	90	13	469	311	11	284	248	72	2 283	2 056
	P6	4	128	123	40	1 280	1 290	3	87	88	12	504	314	10	260	247	69	2 259	2 062
	All Grades	24	724	652	239	7 215	6 837	18	546	547	74	2 903	1 872	59	1 490	1 381	414	12 878	11 289
Wan Chai	P1	13	300	309	38	1 055	1 030	0	0	0	18	696	569	15	425	377	84	2 476	2 285
	P2	13	325	322	37	1 030	1 026	0	0	0	18	705	576	16	450	402	84	2 510	2 326
	P3	13	390	384	36	1 145	1 084	0	0	0	15	626	501	15	425	393	79	2 586	2 362
	P4	11	352	361	38	1 315	1 278	0	0	0	16	664	512	15	425	390	80	2 756	2 541
	P5	13	416	422	38	1 316	1 308	0	0	0	16	665	561	14	400	372	81	2 797	2 663
	P6	14	448	452	39	1 331	1 306	0	0	0	16	696	510	14	400	362	83	2 875	2 630
	All Grades	77	2 231	2 250	226	7 192	7 032	0	0	0	99	4 052	3 229	89	2 525	2 296	491	16 000	14 807
Eastern	P1	15	400	366	78	2 145	2 008	6	194	158	4	180	133	22	540	442	125	3 459	3 107
	P2	15	425	361	77	2 120	2 029	6	188	160	4	180	119	18	492	395	120	3 405	3 064
	P3	15	450	393	75	2 248	2 084	6	192	170	5	225	118	18	484	409	119	3 599	3 174
	P4	15	480	451	77	2 368	2 242	6	192	180	4	164	114	18	480	393	120	3 684	3 380
	P5	15	480	510	83	2 560	2 568	6	192	176	5	193	111	17	464	386	126	3 889	3 751
	P6	14	448	476	83	2 645	2 580	4	128	125	3	111	75	18	499	410	122	3 831	3 666
	All Grades	89	2 683	2 557	473	14 086	13 511	34	1 086	969	25	1 053	670	110	2 959	2 435	731	21 867	20 142



## Appendix (b) (Cont'd.)

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	122	27	740	650	5	150	150	19	453	417	40	880	850	96	2 348	2 189
	P2	6	150	142	30	820	741	5	150	153	17	437	384	31	762	723	89	2 319	2 143
	P3	6	180	158	29	870	782	5	150	148	18	475	424	27	654	643	85	2 329	2 155
	P4	5	160	143	30	965	833	4	120	124	15	401	341	27	672	657	81	2 318	2 098
	P5	5	160	156	32	1 029	978	4	120	121	13	365	318	28	697	687	82	2 371	2 260
	P6	6	192	192	34	1 093	1 074	4	120	117	12	347	300	26	647	633	82	2 399	2 316
	All Grades	33	967	913	182	5 517	5 058	27	810	813	94	2 478	2 184	179	4 312	4 193	515	14 084	13 161
Yau Tsim Mong	P1	7	200	133	58	1 705	1 704	9	271	263	0	0	0	0	0	0	74	2 176	2 100
	P2	7	210	160	58	1 705	1 697	9	271	266	0	0	0	0	0	0	74	2 186	2 123
	P3	6	180	146	65	1 890	1 916	8	247	237	0	0	0	0	0	0	79	2 317	2 299
	P4	5	160	144	65	2 186	2 086	5	175	168	0	0	0	0	0	0	75	2 521	2 398
	P5	11	318	298	71	2 475	2 332	5	175	170	0	0	0	0	0	0	87	2 968	2 800
	P6	10	355	309	68	2 399	2 281	5	175	152	0	0	0	0	0	0	83	2 929	2 742
	All Grades	46	1 423	1 190	385	12 360	12 016	41	1 314	1 256	0	0	0	0	0	0	472	15 097	14 462
Sham Shui Po	P1	11	300	249	67	1 920	1 893	10	284	273	28	1 088	811	0	0	0	116	3 592	3 226
	P2	11	330	266	65	1 920	1 835	10	288	281	26	991	714	0	0	0	112	3 529	3 096
	P3	12	360	340	63	1 850	1 879	9	288	278	28	1 044	817	0	0	0	112	3 542	3 314
	P4	12	384	370	63	2 106	2 071	9	298	288	26	950	774	5	150	148	115	3 888	3 651
	P5	14	448	441	70	2 329	2 355	9	298	283	26	990	825	5	150	150	124	4 215	4 054
	P6	15	500	471	68	2 296	2 276	7	248	234	21	831	645	5	150	148	116	4 025	3 774
	All Grades	75	2 322	2 137	396	12 421	12 309	54	1 704	1 637	155	5 894	4 586	15	450	446	695	22 791	21 115

## Appendix (b) (Cont'd.)

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	475	82	2 270	2 179	9	290	274	37	1 523	1 070	31	781	685	177	5 314	4 683
	P2	18	450	475	85	2 355	2 307	8	255	218	35	1 392	1 017	25	634	553	171	5 086	4 570
	P3	18	540	559	82	2 525	2 365	8	255	232	36	1 453	1 039	25	621	591	169	5 394	4 786
	P4	18	576	596	81	2 614	2 474	7	220	211	36	1 488	1 070	20	528	443	162	5 426	4 794
	P5	18	576	600	85	2 893	2 766	5	150	158	39	1 633	1 187	19	482	440	166	5 734	5 151
	P6	18	576	606	80	2 721	2 630	5	150	150	38	1 581	1 117	20	537	452	161	5 565	4 955
	All Grades	108	3 168	3 311	495	15 378	14 721	42	1 320	1 243	221	9 070	6 500	140	3 583	3 164	1 006	32 519	28 939
Wong Tai Sin	P1	3	75	63	90	2 290	2 157	0	0	0	13	451	405	0	0	0	106	2 816	2 625
	P2	2	50	46	91	2 350	2 274	0	0	0	12	409	383	0	0	0	105	2 809	2 703
	P3	2	60	57	89	2 550	2 399	0	0	0	12	427	402	0	0	0	103	3 037	2 858
	P4	3	96	80	90	2 743	2 654	0	0	0	12	441	373	0	0	0	105	3 280	3 107
	P5	4	96	93	95	2 967	2 966	0	0	0	13	493	433	0	0	0	112	3 556	3 492
	P6	4	128	127	97	3 031	3 033	0	0	0	12	451	380	0	0	0	113	3 610	3 540
	All Grades	18	505	466	552	15 931	15 483	0	0	0	74	2 672	2 376	0	0	0	644	19 108	18 325
Kwun Tong	P1	9	225	229	134	3 515	3 430	4	100	62	3	135	116	0	0	0	150	3 975	3 837
	P2	9	225	229	134	3 520	3 568	3	75	43	3	135	95	0	0	0	149	3 955	3 935
	P3	9	270	272	123	3 510	3 555	3	90	74	3	135	96	0	0	0	138	4 005	3 997
	P4	9	288	277	119	3 914	3 816	4	120	92	3	135	85	0	0	0	135	4 457	4 270
	P5	9	288	286	134	4 484	4 378	4	128	115	3	135	91	0	0	0	150	5 035	4 870
	P6	7	224	214	134	4 452	4 341	4	120	93	3	135	91	0	0	0	148	4 931	4 739
	All Grades	52	1 520	1 507	778	23 395	23 088	22	633	479	18	810	574	0	0	0	870	26 358	25 648

## Appendix (b) (Cont'd.)

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	3	75	56	73	1 750	1 611	16	486	440	3	129	107	4	120	120	99	2 560	2 334
	P2	4	100	94	75	1 825	1 715	16	486	462	3	129	110	4	120	120	102	2 660	2 501
	P3	3	90	69	73	2 100	1 915	16	522	499	3	129	109	4	120	119	99	2 961	2 711
	P4	3	96	76	74	2 272	2 107	19	606	574	3	129	109	4	120	120	103	3 223	2 986
	P5	4	128	109	79	2 464	2 390	19	606	600	3	129	111	4	120	120	109	3 447	3 330
	P6	5	160	141	84	2 592	2 493	8	224	188	3	129	103	4	120	120	104	3 225	3 045
	All Grades	22	649	545	458	13 003	12 231	94	2 930	2 763	18	774	649	24	720	719	616	18 076	16 907
Sha Tin	P1	4	100	105	129	3 340	3 268	9	279	275	10	244	243	5	150	150	157	4 113	4 041
	P2	5	125	127	126	3 385	3 279	9	283	277	8	224	214	5	150	150	153	4 167	4 047
	P3	5	150	154	120	3 535	3 389	9	278	284	8	224	213	5	150	150	147	4 337	4 190
	P4	5	160	158	120	3 982	3 692	9	275	272	9	252	244	5	150	150	148	4 819	4 516
	P5	5	160	160	128	4 258	3 976	10	310	312	9	252	252	5	150	148	157	5 130	4 848
	P6	5	160	161	130	4 313	4 047	7	212	205	9	252	251	5	150	150	156	5 087	4 814
	All Grades	29	855	865	753	22 813	21 651	53	1 637	1 625	53	1 448	1 417	30	900	898	918	27 653	26 456
Tai Po	P1	2	50	37	63	1 620	1 533	0	0	0	0	0	0	8	254	195	73	1 924	1 765
	P2	2	50	40	63	1 620	1 524	0	0	0	0	0	0	7	229	165	72	1 899	1 729
	P3	2	60	58	56	1 680	1 622	0	0	0	0	0	0	7	229	166	65	1 969	1 846
	P4	2	64	57	59	1 839	1 704	0	0	0	0	0	0	8	274	183	69	2 177	1 944
	P5	3	96	92	61	1 940	1 909	0	0	0	0	0	0	6	184	125	70	2 220	2 126
	P6	3	96	98	60	1 866	1 871	0	0	0	0	0	0	7	229	154	70	2 191	2 123
	All Grades	14	416	382	362	10 565	10 163	0	0	0	0	0	0	43	1 399	988	419	12 380	11 533

## Appendix (b) (Cont'd.)

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	4	100	101	96	2 610	2 756	0	0	0	0	0	0	0	0	0	100	2 710	2 857
	P2	4	100	100	95	2 585	2 675	0	0	0	0	0	0	0	0	0	99	2 685	2 775
	P3	3	90	87	91	2 750	2 739	0	0	0	0	0	0	0	0	0	94	2 840	2 826
	P4	2	64	64	89	2 841	2 909	0	0	0	0	0	0	0	0	0	91	2 905	2 973
	P5	5	160	163	90	2 883	2 983	0	0	0	0	0	0	0	0	0	95	3 043	3 146
	P6	4	128	129	88	2 824	2 963	0	0	0	0	0	0	0	0	0	92	2 952	3 092
	All Grades	22	642	644	549	16 493	17 025	0	0	0	0	0	0	0	0	0	571	17 135	17 669
Yuen Long	P1	15	375	382	143	3 550	3 455	8	237	214	2	60	26	1	30	11	169	4 252	4 088
	P2	15	400	412	146	3 675	3 664	6	179	168	2	60	28	1	30	6	170	4 344	4 278
	P3	15	450	435	155	4 115	4 039	5	150	150	2	60	34	1	30	14	178	4 805	4 672
	P4	14	448	429	146	4 574	4 404	5	150	132	2	60	37	1	30	7	168	5 262	5 009
	P5	15	480	468	159	4 983	4 882	5	150	153	2	60	40	1	30	11	182	5 703	5 554
	P6	14	416	412	163	5 203	5 043	5	150	131	2	60	35	1	30	20	185	5 859	5 641
	All Grades	88	2 569	2 538	912	26 100	25 487	34	1 016	948	12	360	200	6	180	69	1 052	30 225	29 242
Tuen Mun	P1	4	100	103	112	2 820	2 662	4	120	117	1	45	6	0	0	0	121	3 085	2 888
	P2	4	100	93	110	2 890	2 733	4	120	119	1	45	2	0	0	0	119	3 155	2 947
	P3	4	120	111	114	3 120	2 945	4	120	122	1	45	2	0	0	0	123	3 405	3 180
	P4	4	128	124	111	3 450	3 281	4	120	126	1	45	8	0	0	0	120	3 743	3 539
	P5	4	128	130	123	3 822	3 721	4	120	123	1	45	13	0	0	0	132	4 115	3 987
	P6	4	128	123	118	3 668	3 551	4	120	113	1	45	9	0	0	0	127	3 961	3 796
	All Grades	24	704	684	688	19 770	18 893	24	720	720	6	270	40	0	0	0	742	21 464	20 337

## Appendix (b) (Cont'd.)

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	278	62	1 705	1 682	0	0	0	2	45	9	0	0	0	74	2 025	1 969
	P2	10	275	275	63	1 750	1 750	0	0	0	1	30	6	0	0	0	74	2 055	2 031
	P3	10	300	296	63	1 860	1 821	0	0	0	1	35	6	0	0	0	74	2 195	2 123
	P4	10	320	322	62	1 984	2 006	0	0	0	1	37	6	0	0	0	73	2 341	2 334
	P5	10	320	312	65	2 110	2 179	0	0	0	2	51	14	0	0	0	77	2 481	2 505
	P6	10	320	324	63	2 046	2 137	0	0	0	1	37	16	0	0	0	74	2 403	2 477
	All Grades	60	1 810	1 807	378	11 455	11 575	0	0	0	8	235	57	0	0	0	446	13 500	13 439
Kwai Tsing	P1	0	0	0	111	2 900	2 811	3	99	91	0	0	0	0	0	0	114	2 999	2 902
	P2	0	0	0	111	2 995	2 869	3	99	101	0	0	0	0	0	0	114	3 094	2 970
	P3	0	0	0	110	3 260	3 084	3	105	98	0	0	0	0	0	0	113	3 365	3 182
	P4	0	0	0	106	3 576	3 259	3	111	87	0	0	0	0	0	0	109	3 687	3 346
	P5	0	0	0	115	3 852	3 709	3	111	103	0	0	0	0	0	0	118	3 963	3 812
	P6	0	0	0	110	3 734	3 691	0	0	0	0	0	0	0	0	0	110	3 734	3 691
	All Grades	0	0	0	663	20 317	19 423	15	525	480	0	0	0	0	0	0	678	20 842	19 903
Islands	P1	0	0	0	40	950	853	0	0	0	3	90	89	6	138	141	49	1 178	1 083
	P2	0	0	0	41	1 040	968	0	0	0	3	90	90	6	138	146	50	1 268	1 204
	P3	0	0	0	40	1 140	1 028	0	0	0	3	90	90	7	162	153	50	1 392	1 271
	P4	0	0	0	38	1 184	1 099	0	0	0	3	90	90	6	144	131	47	1 418	1 320
	P5	0	0	0	41	1 312	1 216	0	0	0	3	90	89	6	144	120	50	1 546	1 425
	P6	0	0	0	42	1 312	1 226	0	0	0	3	90	90	5	120	119	50	1 522	1 435
	All Grades	0	0	0	242	6 938	6 390	0	0	0	18	540	538	36	846	810	296	8 324	7 738

Appendix (b) (Cont'd.)

District	Grade	Government			Aided			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	P1	127	3 260	3 097	1 443	38 005	36 681	86	2 606	2 413	155	5 645	4 309	140	3 504	3 153	1 951	53 020	49 653
	P2	129	3 425	3 239	1 448	38 730	37 713	82	2 490	2 344	145	5 297	4 040	120	3 187	2 843	1 924	53 129	50 179
	P3	127	3 810	3 620	1 422	41 258	39 692	79	2 487	2 382	147	5 471	4 179	121	3 169	2 902	1 896	56 195	52 775
	P4	122	3 904	3 767	1 407	45 161	43 078	78	2 474	2 341	144	5 307	4 072	120	3 257	2 879	1 871	60 103	56 137
	P5	139	4 382	4 367	1 510	48 989	47 896	77	2 450	2 404	148	5 570	4 356	116	3 105	2 807	1 990	64 496	61 830
	P6	137	4 407	4 358	1 501	48 806	47 833	56	1 734	1 596	136	5 269	3 936	115	3 142	2 815	1 945	63 358	60 538
	All Grades	781	23 188	22 448	8 731	260 949	252 893	458	14 241	13 480	875	32 559	24 892	731	19 364	17 399	11 576	350 301	331 112

- 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 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, 2010/11 School Year**

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	P1	21	121	0	198	4	344
	P2	13	86	0	168	- 1	266
	P3	19	64	0	175	30	288
	P4	13	85	0	142	27	267
	P5	1	32	0	158	36	227
	P6	5	- 10	- 1	190	13	197
	All Grades	72	378	- 1	1 031	109	1 589
Wan Chai	P1	- 9	25	0	127	48	191
	P2	3	4	0	129	48	184
	P3	6	61	0	125	32	224
	P4	- 9	37	0	152	35	215
	P5	- 6	8	0	104	28	134
	P6	- 4	25	0	186	38	245
	All Grades	- 19	160	0	823	229	1 193
Eastern	P1	34	137	36	47	98	352
	P2	64	91	28	61	97	341
	P3	57	164	22	107	75	425
	P4	29	126	12	50	87	304
	P5	- 30	- 8	16	82	78	138
	P6	- 28	65	3	36	89	165
	All Grades	126	575	117	383	524	1 725

## Appendix (b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Southern	P1	3	90	0	36	30	159
	P2	8	79	- 3	53	39	176
	P3	22	88	2	51	11	174
	P4	17	132	- 4	60	15	220
	P5	4	51	- 1	47	10	111
	P6	0	19	3	47	14	83
	All Grades	54	459	- 3	294	119	923
	Yau Tsim Mong	P1	67	1	8	0	0
P2		50	8	5	0	0	63
P3		34	- 26	10	0	0	18
P4		16	100	7	0	0	123
P5		20	143	5	0	0	168
P6		46	118	23	0	0	187
All Grades		233	344	58	0	0	635
Sham Shui Po		P1	51	27	11	277	0
	P2	64	85	7	277	0	433
	P3	20	- 29	10	227	0	228
	P4	14	35	10	176	2	237
	P5	7	- 26	15	165	0	161
	P6	29	20	14	186	2	251
	All Grades	185	112	67	1 308	4	1 676



## Appendix (b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	P1	- 25	91	16	453	96	631
	P2	- 25	48	37	375	81	516
	P3	- 19	160	23	414	30	608
	P4	- 20	140	9	418	85	632
	P5	- 24	127	- 8	446	42	583
	P6	- 30	91	0	464	85	610
	All Grades	- 143	657	77	2 570	419	3 580
	Wong Tai Sin	P1	12	133	0	46	0
P2		4	76	0	26	0	106
P3		3	151	0	25	0	179
P4		16	89	0	68	0	173
P5		3	1	0	60	0	64
P6		1	- 2	0	71	0	70
All Grades		39	448	0	296	0	783
Kwun Tong		P1	- 4	85	38	19	0
	P2	- 4	- 48	32	40	0	20
	P3	- 2	- 45	16	39	0	8
	P4	11	98	28	50	0	187
	P5	2	106	13	44	0	165
	P6	10	111	27	44	0	192
	All Grades	13	307	154	236	0	710

## Appendix (b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	P1	19	139	46	22	0	226
	P2	6	110	24	19	0	159
	P3	21	185	23	20	1	250
	P4	20	165	32	20	0	237
	P5	19	74	6	18	0	117
	P6	19	99	36	26	0	180
	All Grades	104	772	167	125	1	1 169
	Sha Tin	P1	- 5	72	4	1	0
P2		- 2	106	6	10	0	120
P3		- 4	146	- 6	11	0	147
P4		2	290	3	8	0	303
P5		0	282	- 2	0	2	282
P6		- 1	266	7	1	0	273
All Grades		- 10	1 162	12	31	2	1 197
Tai Po		P1	13	87	0	0	59
	P2	10	96	0	0	64	170
	P3	2	58	0	0	63	123
	P4	7	135	0	0	91	233
	P5	4	31	0	0	59	94
	P6	- 2	- 5	0	0	75	68
	All Grades	34	402	0	0	411	847

## Appendix (b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
North	P1	- 1	- 146	0	0	0	- 147
	P2	0	- 90	0	0	0	- 90
	P3	3	11	0	0	0	14
	P4	0	- 68	0	0	0	- 68
	P5	- 3	- 100	0	0	0	- 103
	P6	- 1	- 139	0	0	0	- 140
	All Grades	- 2	- 532	0	0	0	- 534
Yuen Long	P1	- 7	95	23	34	19	164
	P2	- 12	11	11	32	24	66
	P3	15	76	0	26	16	133
	P4	19	170	18	23	23	253
	P5	12	101	- 3	20	19	149
	P6	4	160	19	25	10	218
	All Grades	31	613	68	160	111	983
Tuen Mun	P1	- 3	158	3	39	0	197
	P2	7	157	1	43	0	208
	P3	9	175	- 2	43	0	225
	P4	4	169	- 6	37	0	204
	P5	- 2	101	- 3	32	0	128
	P6	5	117	7	36	0	165
	All Grades	20	877	0	230	0	1 127

## Appendix (b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	P1	- 3	23	0	36	0	56
	P2	0	0	0	24	0	24
	P3	4	39	0	29	0	72
	P4	- 2	- 22	0	31	0	7
	P5	8	- 69	0	37	0	- 24
	P6	- 4	- 91	0	21	0	- 74
	All Grades	3	- 120	0	178	0	61
Kwai Tsing	P1	0	89	8	0	0	97
	P2	0	126	- 2	0	0	124
	P3	0	176	7	0	0	183
	P4	0	317	24	0	0	341
	P5	0	143	8	0	0	151
	P6	0	43	0	0	0	43
	All Grades	0	894	45	0	0	939
Islands	P1	0	97	0	1	- 3	95
	P2	0	72	0	0	- 8	64
	P3	0	112	0	0	9	121
	P4	0	85	0	0	13	98
	P5	0	96	0	1	24	121
	P6	0	86	0	0	1	87
	All Grades	0	548	0	2	36	586

## Appendix (b) (Cont'd.)

District	Grade	Government	Aided	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	P1	163	1 324	193	1 336	351	3 367
	P2	186	1 017	146	1 257	344	2 950
	P3	190	1 566	105	1 292	267	3 420
	P4	137	2 083	133	1 235	378	3 966
	P5	15	1 093	46	1 214	298	2 666
	P6	49	973	138	1 333	327	2 820
	All Grades	740	8 056	761	7 667	1 965	19 189

- 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 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, 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: Number of Operating Classes, Places and Students 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		
		Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students	Operating	Places	Students
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Central & Western	S1	5	180	175	36	1 296	1 241	0	0	0	15	491	502	0	0	0	12	331	319	68	2 298	2 237
	S2	5	190	187	37	1 406	1 386	0	0	0	15	491	501	0	0	0	13	353	329	70	2 440	2 403
	S3	5	200	188	37	1 480	1 414	0	0	0	15	491	482	0	0	0	13	347	311	70	2 518	2 395
	S4	5	200	193	39	1 480	1 367	0	0	0	15	465	457	0	0	0	13	356	311	72	2 501	2 328
	S5	5	200	180	39	1 480	1 327	0	0	0	14	458	391	0	0	0	13	344	301	71	2 482	2 199
	S6	4	120	121	21	625	626	0	0	0	8	245	232	1	45	39	10	290	251	44	1 325	1 269
	S7	4	120	113	21	630	600	0	0	0	8	245	197	1	45	33	10	290	204	44	1 330	1 147
	All Grades	33	1 210	1 157	230	8 397	7 961	0	0	0	90	2 886	2 762	2	90	72	84	2 311	2 026	439	14 894	13 978
Wan Chai	S1	13	468	467	40	1 368	1 300	2	72	22	6	228	231	0	0	0	11	303	247	72	2 439	2 267
	S2	13	494	492	41	1 520	1 408	2	76	31	6	228	232	0	0	0	9	246	207	71	2 564	2 370
	S3	13	520	495	42	1 640	1 451	2	80	59	6	228	231	0	0	0	8	216	192	71	2 684	2 428
	S4	13	520	501	42	1 628	1 461	2	80	73	12	438	342	0	0	0	8	216	157	77	2 882	2 534
	S5	13	520	466	42	1 640	1 358	2	80	76	22	868	545	1	11	11	4	105	90	84	3 224	2 546
	S6	9	270	274	24	715	730	2	60	62	4	120	132	3	85	85	5	132	81	47	1 382	1 364
	S7	9	270	238	24	715	642	2	60	73	4	120	83	2	58	58	4	105	75	45	1 328	1 169
	All Grades	83	3 062	2 933	255	9 226	8 350	14	508	396	60	2 230	1 796	6	154	154	49	1 323	1 049	467	16 503	14 678
Eastern	S1	18	648	644	99	3 456	3 108	0	0	0	16	625	498	0	0	0	20	582	456	153	5 311	4 706
	S2	18	684	682	105	3 914	3 563	0	0	0	16	622	580	0	0	0	21	603	401	160	5 823	5 226
	S3	18	720	689	109	4 239	3 823	0	0	0	16	625	549	0	0	0	19	556	363	162	6 140	5 424
	S4	18	720	686	109	4 280	3 892	0	0	0	17	670	620	0	0	0	15	398	293	159	6 068	5 491
	S5	18	720	667	111	4 280	3 596	0	0	0	17	670	587	0	0	0	14	368	259	160	6 038	5 109
	S6	10	300	315	46	1 380	1 449	0	0	0	9	290	289	0	0	0	12	324	263	77	2 294	2 316
	S7	10	300	295	46	1 380	1 369	0	0	0	9	290	253	0	0	0	6	149	129	71	2 119	2 046
	All Grades	110	4 092	3 978	625	22 929	20 800	0	0	0	100	3 792	3 376	0	0	0	107	2 980	2 164	942	33 793	30 318

Appendix (c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Southern	S1	0	0	0	57	1 908	1 698	0	0	0	11	380	348	7	194	172	28	736	728	103	3 218	2 946
	S2	0	0	0	58	2 090	1 809	0	0	0	11	380	357	8	216	172	29	756	740	106	3 442	3 078
	S3	0	0	0	58	2 200	2 012	0	0	0	12	380	358	6	164	146	29	756	745	105	3 500	3 261
	S4	0	0	0	63	2 280	2 049	0	0	0	11	400	355	6	164	133	28	750	739	108	3 594	3 276
	S5	0	0	0	63	2 320	1 956	0	0	0	10	400	260	5	134	127	27	722	671	105	3 576	3 014
	S6	0	0	0	25	750	766	0	0	0	3	90	89	5	122	88	28	744	651	61	1 706	1 594
	S7	0	0	0	25	750	707	0	0	0	3	90	79	0	0	0	29	770	622	57	1 610	1 408
	All Grades	0	0	0	349	12 298	10 997	0	0	0	61	2 120	1 846	37	994	838	198	5 234	4 896	645	20 646	18 577
Yau Tsim Mong	S1	9	324	309	52	1 859	1 758	4	144	91	8	304	295	0	0	0	0	0	0	73	2 631	2 453
	S2	9	342	324	52	1 961	1 880	4	152	127	8	312	312	0	0	0	0	0	0	73	2 767	2 643
	S3	9	360	333	52	2 063	1 976	4	150	160	8	309	289	0	0	0	0	0	0	73	2 882	2 758
	S4	9	360	301	59	2 310	2 177	4	160	149	8	320	294	0	0	0	0	0	0	80	3 150	2 921
	S5	9	360	306	57	2 223	2 017	4	160	150	8	320	258	0	0	0	0	0	0	78	3 063	2 731
	S6	3	90	96	35	1 050	1 125	2	60	67	3	105	98	0	0	0	0	0	0	43	1 305	1 386
	S7	3	90	81	37	1 110	1 104	2	60	65	3	95	85	0	0	0	0	0	0	45	1 355	1 335
	All Grades	51	1 926	1 750	344	12 576	12 037	24	886	809	46	1 765	1 631	0	0	0	0	0	0	465	17 153	16 227
Sham Shui Po	S1	6	180	181	75	2 628	2 555	5	180	174	40	1 473	1 324	6	180	142	1	15	8	133	4 656	4 384
	S2	6	190	183	74	2 774	2 626	4	152	150	42	1 586	1 475	6	180	136	1	15	10	133	4 897	4 580
	S3	6	200	163	73	2 920	2 755	5	200	189	41	1 608	1 479	5	150	124	1	15	15	131	5 093	4 725
	S4	6	200	166	69	2 720	2 569	6	200	196	40	1 593	1 510	6	210	120	1	15	16	128	4 938	4 577
	S5	6	200	145	68	2 680	2 452	5	194	182	39	1 567	1 404	11	450	222	1	15	18	130	5 106	4 423
	S6	2	60	66	31	927	981	2	60	60	18	605	595	16	640	333	1	15	18	70	2 307	2 053
	S7	2	60	58	31	930	912	2	52	62	18	585	526	20	810	544	0	0	0	73	2 437	2 102
	All Grades	34	1 090	962	421	15 579	14 850	29	1 038	1 013	238	9 017	8 313	70	2 620	1 621	6	90	85	798	29 434	26 844



Appendix (c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Kowloon City	S1	8	288	269	138	4 856	4 503	0	0	0	14	531	494	4	100	85	18	509	484	182	6 284	5 835
	S2	8	304	292	140	5 244	4 966	0	0	0	15	590	533	7	175	143	18	504	452	188	6 817	6 386
	S3	8	320	298	142	5 640	5 199	0	0	0	15	582	501	6	150	147	18	504	455	189	7 196	6 600
	S4	8	320	294	143	5 640	5 242	0	0	0	21	800	715	5	125	121	17	491	440	194	7 376	6 812
	S5	8	320	282	140	5 554	4 944	0	0	0	28	1 070	902	9	284	212	19	505	425	204	7 733	6 765
	S6	4	120	122	65	1 950	2 021	0	0	0	19	727	653	13	485	318	18	481	397	119	3 763	3 511
	S7	4	120	119	65	1 950	1 854	0	0	0	19	727	594	12	478	358	9	225	188	109	3 500	3 113
	All Grades	48	1 792	1 676	833	30 834	28 729	0	0	0	131	5 027	4 392	56	1 797	1 384	117	3 219	2 841	1 185	42 669	39 022
Wong Tai Sin	S1	3	108	78	96	3 363	3 230	0	0	0	6	240	223	4	140	124	0	0	0	109	3 851	3 655
	S2	3	114	102	100	3 697	3 558	0	0	0	6	240	230	4	140	106	0	0	0	113	4 191	3 996
	S3	3	120	102	105	4 047	3 822	0	0	0	6	240	222	3	105	84	0	0	0	117	4 512	4 230
	S4	4	160	147	106	4 087	3 992	0	0	0	6	240	227	3	105	100	0	0	0	119	4 592	4 466
	S5	4	160	103	104	4 117	3 668	0	0	0	6	240	181	4	145	82	0	0	0	118	4 662	4 034
	S6	2	60	60	45	1 348	1 392	0	0	0	3	90	92	3	95	87	0	0	0	53	1 593	1 631
	S7	2	60	57	45	1 350	1 320	0	0	0	3	90	72	5	155	171	0	0	0	55	1 655	1 620
	All Grades	21	782	649	601	22 009	20 982	0	0	0	36	1 380	1 247	26	885	754	0	0	0	684	25 056	23 632
Kwun Tong	S1	9	324	323	119	4 176	4 025	6	216	210	26	975	765	0	0	0	0	0	0	160	5 691	5 323
	S2	9	342	347	121	4 446	4 365	6	228	229	29	1 085	942	0	0	0	0	0	0	165	6 101	5 883
	S3	9	360	343	123	4 840	4 624	6	240	233	30	1 120	944	0	0	0	0	0	0	168	6 560	6 144
	S4	9	360	341	126	4 880	4 596	6	240	239	32	1 225	1 089	0	0	0	0	0	0	173	6 705	6 265
	S5	9	360	327	126	4 840	4 390	6	240	254	32	1 257	1 164	2	90	54	0	0	0	175	6 787	6 189
	S6	5	150	151	51	1 530	1 592	2	60	69	13	416	436	2	90	22	0	0	0	73	2 246	2 270
	S7	5	150	134	51	1 530	1 563	2	60	67	12	390	399	2	90	70	0	0	0	72	2 220	2 233
	All Grades	55	2 046	1 966	717	26 242	25 155	34	1 284	1 301	174	6 468	5 739	6	270	146	0	0	0	986	36 310	34 307

## Appendix (c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Sai Kung	S1	6	180	167	82	2 916	2 703	0	0	0	32	979	879	0	0	0	0	0	0	120	4 075	3 749
	S2	6	190	194	87	3 230	3 110	0	0	0	33	1 016	940	0	0	0	0	0	0	126	4 436	4 244
	S3	5	200	186	87	3 440	3 130	0	0	0	35	1 085	918	0	0	0	0	0	0	127	4 725	4 234
	S4	5	200	205	93	3 600	3 348	0	0	0	38	1 279	1 163	0	0	0	0	0	0	136	5 079	4 716
	S5	5	200	192	93	3 520	3 151	0	0	0	46	1 471	1 268	0	0	0	0	0	0	144	5 191	4 611
	S6	2	60	60	36	1 080	1 128	0	0	0	11	335	299	0	0	0	0	0	0	49	1 475	1 487
	S7	2	60	58	36	1 080	1 083	0	0	0	11	340	277	0	0	0	0	0	0	49	1 480	1 418
	All Grades	31	1 090	1 062	514	18 866	17 653	0	0	0	206	6 505	5 744	0	0	0	0	0	0	751	26 461	24 459
Sha Tin	S1	9	324	317	162	5 670	5 066	0	0	0	23	774	766	12	234	239	6	180	176	212	7 182	6 564
	S2	9	342	334	168	6 246	5 735	0	0	0	23	774	761	11	236	231	6	180	176	217	7 778	7 237
	S3	9	360	348	167	6 568	5 896	0	0	0	24	799	751	11	231	222	6	180	175	217	8 138	7 392
	S4	10	360	352	177	6 886	6 378	0	0	0	24	835	757	12	228	221	6	180	179	229	8 489	7 887
	S5	10	360	329	180	6 970	6 010	0	0	0	25	860	707	12	228	216	6	180	174	233	8 598	7 436
	S6	4	120	133	79	2 340	2 442	0	0	0	24	731	739	10	182	164	9	162	155	126	3 535	3 633
	S7	4	120	122	79	2 340	2 303	0	0	0	22	672	646	8	112	120	9	162	158	122	3 406	3 349
	All Grades	55	1 986	1 935	1 012	37 020	33 830	0	0	0	165	5 445	5 127	76	1 451	1 413	48	1 224	1 193	1 356	47 126	43 498
Tai Po	S1	3	72	45	76	2 592	2 349	0	0	0	9	360	201	0	0	0	0	0	0	88	3 024	2 595
	S2	3	114	59	76	2 850	2 577	0	0	0	9	360	283	0	0	0	0	0	0	88	3 324	2 919
	S3	6	240	162	79	3 039	2 723	0	0	0	10	360	283	0	0	0	0	0	0	95	3 639	3 168
	S4	7	280	210	83	3 160	2 946	0	0	0	10	400	387	1	36	9	0	0	0	101	3 876	3 552
	S5	8	320	260	82	3 200	2 932	0	0	0	10	400	367	0	0	0	0	0	0	100	3 920	3 559
	S6	4	120	126	40	1 200	1 276	0	0	0	4	120	131	2	90	22	0	0	0	50	1 530	1 555
	S7	4	120	120	40	1 192	1 219	0	0	0	4	120	133	2	90	52	0	0	0	50	1 522	1 524
	All Grades	35	1 266	982	476	17 233	16 022	0	0	0	56	2 120	1 785	5	216	83	0	0	0	572	20 835	18 872

Appendix (c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
North	S1	6	216	146	84	2 916	2 793	0	0	0	5	199	200	0	0	0	3	60	53	98	3 391	3 192
	S2	6	228	160	84	3 078	2 994	0	0	0	5	205	197	0	0	0	2	40	24	97	3 551	3 375
	S3	6	240	165	82	3 240	3 130	0	0	0	5	212	202	0	0	0	1	20	16	94	3 712	3 513
	S4	8	320	238	89	3 280	3 199	0	0	0	5	210	191	0	0	0	1	20	21	103	3 830	3 649
	S5	10	400	307	87	3 280	3 073	0	0	0	5	220	203	2	44	44	1	20	2	105	3 964	3 629
	S6	4	120	120	34	1 020	1 082	0	0	0	2	70	68	2	40	40	0	0	0	42	1 250	1 310
	S7	4	120	120	34	1 020	1 037	0	0	0	2	70	63	2	90	83	0	0	0	42	1 300	1 303
	All Grades	44	1 644	1 256	494	17 834	17 308	0	0	0	29	1 186	1 124	6	174	167	8	160	116	581	20 998	19 971
Yuen Long	S1	20	720	694	147	5 169	4 821	0	0	0	24	801	611	0	0	0	0	0	0	191	6 690	6 126
	S2	20	760	759	148	5 537	5 222	0	0	0	20	685	622	0	0	0	0	0	0	188	6 982	6 603
	S3	20	800	805	149	5 840	5 441	0	0	0	21	705	607	1	11	7	0	0	0	191	7 356	6 860
	S4	21	800	767	158	6 080	5 623	0	0	0	21	743	703	2	68	59	0	0	0	202	7 691	7 152
	S5	21	800	786	162	6 237	5 550	0	0	0	21	715	628	18	580	406	0	0	0	222	8 332	7 370
	S6	9	270	286	56	1 680	1 743	0	0	0	7	230	223	17	632	488	0	0	0	89	2 812	2 740
	S7	9	270	258	52	1 560	1 556	0	0	0	7	230	223	16	601	500	0	0	0	84	2 661	2 537
	All Grades	120	4 420	4 355	872	32 103	29 956	0	0	0	121	4 109	3 617	54	1 892	1 460	0	0	0	1 167	42 524	39 388
Tuen Mun	S1	10	360	348	147	5 220	4 602	0	0	0	0	0	0	0	0	0	0	0	0	157	5 580	4 950
	S2	10	380	371	151	5 700	5 098	0	0	0	0	0	0	0	0	0	0	0	0	161	6 080	5 469
	S3	10	400	399	159	6 239	5 622	0	0	0	0	0	0	0	0	0	0	0	0	169	6 639	6 021
	S4	10	400	389	174	6 680	6 174	0	0	0	0	0	0	0	0	0	0	0	0	184	7 080	6 563
	S5	10	400	412	174	6 720	6 052	0	0	0	0	0	0	0	0	0	0	0	0	184	7 120	6 464
	S6	5	150	169	67	1 980	2 135	0	0	0	0	0	0	0	0	0	0	0	0	72	2 130	2 304
	S7	5	150	149	66	1 980	2 034	0	0	0	0	0	0	0	0	0	0	0	0	71	2 130	2 183
	All Grades	60	2 240	2 237	938	34 519	31 717	0	0	0	0	0	0	0	0	0	0	0	0	998	36 759	33 954

## Appendix (c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating			Operating			Operating			Operating			Operating			Operating			Operating		
		Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students	Classes	Places	Students
Tsuen Wan	S1	5	180	180	56	2 016	1 930	0	0	0	0	0	0	0	0	0	0	0	0	61	2 196	2 110
	S2	5	190	193	58	2 204	2 183	0	0	0	0	0	0	0	0	0	0	0	0	63	2 394	2 376
	S3	5	200	198	58	2 319	2 271	0	0	0	0	0	0	0	0	0	0	0	0	63	2 519	2 469
	S4	5	200	195	61	2 320	2 233	0	0	0	0	0	0	0	0	0	0	0	0	66	2 520	2 428
	S5	5	200	195	61	2 319	2 145	0	0	0	0	0	0	0	0	0	0	0	0	66	2 519	2 340
	S6	3	90	102	23	677	712	0	0	0	0	0	0	0	0	0	0	0	0	26	767	814
	S7	3	90	81	23	690	698	0	0	0	0	0	0	0	0	0	0	0	0	26	780	779
	All Grades	31	1 150	1 144	340	12 545	12 172	0	0	0	0	0	0	0	0	0	0	0	0	371	13 695	13 316
Kwai Tsing	S1	0	0	0	139	4 968	4 736	0	0	0	0	0	0	0	0	0	0	0	0	139	4 968	4 736
	S2	0	0	0	142	5 358	5 238	0	0	0	0	0	0	0	0	0	0	0	0	142	5 358	5 238
	S3	0	0	0	144	5 720	5 382	0	0	0	0	0	0	0	0	0	0	0	0	144	5 720	5 382
	S4	0	0	0	158	5 960	5 723	0	0	0	0	0	0	0	0	0	0	0	0	158	5 960	5 723
	S5	0	0	0	157	5 960	5 442	0	0	0	0	0	0	0	0	0	0	0	0	157	5 960	5 442
	S6	0	0	0	63	1 890	1 996	0	0	0	0	0	0	0	0	0	0	0	0	63	1 890	1 996
	S7	0	0	0	63	1 890	1 872	0	0	0	0	0	0	0	0	0	0	0	0	63	1 890	1 872
	All Grades	0	0	0	866	31 746	30 389	0	0	0	0	0	0	0	0	0	0	0	0	866	31 746	30 389
Islands	S1	3	108	104	28	972	936	0	0	0	7	258	209	4	120	102	2	44	45	44	1 502	1 396
	S2	3	114	107	28	1 064	959	0	0	0	7	284	203	7	165	140	2	44	25	47	1 671	1 434
	S3	3	120	116	28	1 120	1 039	0	0	0	8	282	205	6	150	108	1	22	21	46	1 694	1 489
	S4	3	120	113	30	1 120	1 006	0	0	0	10	362	293	5	135	98	0	0	0	48	1 737	1 510
	S5	4	160	131	28	1 120	970	0	0	0	13	434	336	2	30	24	0	0	0	47	1 744	1 461
	S6	1	30	19	12	360	369	0	0	0	4	122	112	0	0	0	0	0	0	17	512	500
	S7	1	30	27	12	360	365	0	0	0	4	134	125	0	0	0	0	0	0	17	524	517
	All Grades	18	682	617	166	6 116	5 644	0	0	0	53	1 876	1 483	24	600	472	5	110	91	266	9 384	8 307

## Appendix (c) (Cont'd.)

District	Grade	Government			Aided			Caput			Direct Subsidy Scheme			Private			International			All Sectors		
		Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students	Operating Classes	Places	Students
All Districts	S1	133	4 680	4 447	1 633	57 349	53 354	17	612	497	242	8 618	7 546	37	968	864	101	2 760	2 516	2 163	74 987	69 224
	S2	133	4 978	4 786	1 670	62 319	58 677	16	608	537	245	8 858	8 168	43	1 112	928	101	2 741	2 364	2 208	80 616	75 460
	S3	135	5 360	4 990	1 694	66 594	61 710	17	670	641	252	9 026	8 021	38	961	838	96	2 616	2 293	2 232	85 227	78 493
	S4	141	5 520	5 098	1 779	68 391	63 975	18	680	657	270	9 980	9 103	40	1 071	861	89	2 426	2 156	2 337	88 068	81 850
	S5	145	5 680	5 088	1 774	68 460	61 033	17	674	662	296	10 950	9 201	66	1 996	1 398	85	2 259	1 940	2 383	90 019	79 322
	S6	71	2 130	2 220	753	22 502	23 565	8	240	258	132	4 296	4 188	74	2 506	1 686	83	2 148	1 816	1 121	33 822	33 733
	S7	71	2 130	2 030	750	22 457	22 238	8	232	267	129	4 198	3 755	70	2 529	1 989	67	1 701	1 376	1 095	33 247	31 655
	All Grades		829	30 478	28 659	10 053	368 072	344 552	101	3 716	3 519	1 566	55 926	49 982	368	11 143	8 564	622	16 651	14 461	13 539	485 986

- 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 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, 2010/11 School Year**

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Central & Western	S1	5	55	0	- 11	0	12	61
	S2	3	20	0	- 10	0	24	37
	S3	12	66	0	9	0	36	123
	S4	7	113	0	8	0	45	173
	S5	20	153	0	67	0	43	283
	S6	- 1	- 1	0	13	6	39	56
	S7	7	30	0	48	12	86	183
	All Grades	53	436	0	124	18	285	916
Wan Chai	S1	1	68	50	- 3	0	56	172
	S2	2	112	45	- 4	0	39	194
	S3	25	189	21	- 3	0	24	256
	S4	19	167	7	96	0	59	348
	S5	54	282	4	323	0	15	678
	S6	- 4	- 15	- 2	- 12	0	51	18
	S7	32	73	- 13	37	0	30	159
	All Grades	129	876	112	434	0	274	1 825
Eastern	S1	4	348	0	127	0	126	605
	S2	2	351	0	42	0	202	597
	S3	31	416	0	76	0	193	716
	S4	34	388	0	50	0	105	577
	S5	53	684	0	83	0	109	929
	S6	- 15	- 69	0	1	0	61	- 22
	S7	5	11	0	37	0	20	73
	All Grades	114	2 129	0	416	0	816	3 475

## Appendix (c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Southern	S1	0	210	0	32	22	8	272
	S2	0	281	0	23	44	16	364
	S3	0	188	0	22	18	11	239
	S4	0	231	0	45	31	11	318
	S5	0	364	0	140	7	51	562
	S6	0	- 16	0	1	34	93	112
	S7	0	43	0	11	0	148	202
	All Grades	0	1 301	0	274	156	338	2 069
Yau Tsim Mong	S1	15	101	53	9	0	0	178
	S2	18	81	25	0	0	0	124
	S3	27	87	- 10	20	0	0	124
	S4	59	133	11	26	0	0	229
	S5	54	206	10	62	0	0	332
	S6	- 6	- 75	- 7	7	0	0	- 81
	S7	9	6	- 5	10	0	0	20
	All Grades	176	539	77	134	0	0	926
Sham Shui Po	S1	- 1	73	6	149	38	7	272
	S2	7	148	2	111	44	5	317
	S3	37	165	11	129	26	0	368
	S4	34	151	4	83	90	- 1	361
	S5	55	228	12	163	228	- 3	683
	S6	- 6	- 54	0	10	307	- 3	254
	S7	2	18	- 10	59	266	0	335
	All Grades	128	729	25	704	999	5	2 590

## Appendix (c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Kowloon City	S1	19	353	0	37	15	25	449
	S2	12	278	0	57	32	52	431
	S3	22	441	0	81	3	49	596
	S4	26	398	0	85	4	51	564
	S5	38	610	0	168	72	80	968
	S6	- 2	- 71	0	74	167	84	252
	S7	1	96	0	133	120	37	387
	All Grades	116	2 105	0	635	413	378	3 647
Wong Tai Sin	S1	30	133	0	17	16	0	196
	S2	12	139	0	10	34	0	195
	S3	18	225	0	18	21	0	282
	S4	13	95	0	13	5	0	126
	S5	57	449	0	59	63	0	628
	S6	0	- 44	0	- 2	8	0	- 38
	S7	3	30	0	18	- 16	0	35
	All Grades	133	1 027	0	133	131	0	1 424
Kwun Tong	S1	1	151	6	210	0	0	368
	S2	- 5	81	- 1	143	0	0	218
	S3	17	216	7	176	0	0	416
	S4	19	284	1	136	0	0	440
	S5	33	450	- 14	93	36	0	598
	S6	- 1	- 62	- 9	- 20	68	0	- 24
	S7	16	- 33	- 7	- 9	20	0	- 13
	All Grades	80	1 087	- 17	729	124	0	2 003



## Appendix (c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Sai Kung	S1	13	213	0	100	0	0	326
	S2	- 4	120	0	76	0	0	192
	S3	14	310	0	167	0	0	491
	S4	- 5	252	0	116	0	0	363
	S5	8	369	0	203	0	0	580
	S6	0	- 48	0	36	0	0	- 12
	S7	2	- 3	0	63	0	0	62
	All Grades	28	1 213	0	761	0	0	2 002
Sha Tin	S1	7	604	0	8	- 5	4	618
	S2	8	511	0	13	5	4	541
	S3	12	672	0	48	9	5	746
	S4	8	508	0	78	7	1	602
	S5	31	960	0	153	12	6	1 162
	S6	- 13	- 102	0	- 8	18	7	- 98
	S7	- 2	37	0	26	- 8	4	57
	All Grades	51	3 190	0	318	38	31	3 628
Tai Po	S1	27	243	0	159	0	0	429
	S2	55	273	0	77	0	0	405
	S3	78	316	0	77	0	0	471
	S4	70	214	0	13	27	0	324
	S5	60	268	0	33	0	0	361
	S6	- 6	- 76	0	- 11	68	0	- 25
	S7	0	- 27	0	- 13	38	0	- 2
	All Grades	284	1 211	0	335	133	0	1 963

## Appendix (c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
North	S1	70	123	0	- 1	0	7	199
	S2	68	84	0	8	0	16	176
	S3	75	110	0	10	0	4	199
	S4	82	81	0	19	0	- 1	181
	S5	93	207	0	17	0	18	335
	S6	0	- 62	0	2	0	0	- 60
	S7	0	- 17	0	7	7	0	- 3
	All Grades	388	526	0	62	7	44	1 027
Yuen Long	S1	26	348	0	190	0	0	564
	S2	1	315	0	63	0	0	379
	S3	- 5	399	0	98	4	0	496
	S4	33	457	0	40	9	0	539
	S5	14	687	0	87	174	0	962
	S6	- 16	- 63	0	7	144	0	72
	S7	12	4	0	7	101	0	124
	All Grades	65	2 147	0	492	432	0	3 136
Tuen Mun	S1	12	618	0	0	0	0	630
	S2	9	602	0	0	0	0	611
	S3	1	617	0	0	0	0	618
	S4	11	506	0	0	0	0	517
	S5	- 12	668	0	0	0	0	656
	S6	- 19	- 155	0	0	0	0	- 174
	S7	1	- 54	0	0	0	0	- 53
	All Grades	3	2 802	0	0	0	0	2 805

## Appendix (c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
Tsuen Wan	S1	0	86	0	0	0	0	86
	S2	- 3	21	0	0	0	0	18
	S3	2	48	0	0	0	0	50
	S4	5	87	0	0	0	0	92
	S5	5	174	0	0	0	0	179
	S6	- 12	- 35	0	0	0	0	- 47
	S7	9	- 8	0	0	0	0	1
	All Grades	6	373	0	0	0	0	379
Kwai Tsing	S1	0	232	0	0	0	0	232
	S2	0	120	0	0	0	0	120
	S3	0	338	0	0	0	0	338
	S4	0	237	0	0	0	0	237
	S5	0	518	0	0	0	0	518
	S6	0	- 106	0	0	0	0	- 106
	S7	0	18	0	0	0	0	18
	All Grades	0	1 357	0	0	0	0	1 357
Islands	S1	4	36	0	49	18	- 1	106
	S2	7	105	0	81	25	19	237
	S3	4	81	0	77	42	1	205
	S4	7	114	0	69	37	0	227
	S5	29	150	0	98	6	0	283
	S6	11	- 9	0	10	0	0	12
	S7	3	- 5	0	9	0	0	7
	All Grades	65	472	0	393	128	19	1 077

## Appendix (c) (Cont'd.)

District	Grade	Government	Aided	Caput	Direct Subsidy Scheme	Private	International	All Sectors
All Districts	S1	233	3 995	115	1 072	104	244	5 763
	S2	192	3 642	71	690	184	377	5 156
	S3	370	4 884	29	1 005	123	323	6 734
	S4	422	4 416	23	877	210	270	6 218
	S5	592	7 427	12	1 749	598	319	10 697
	S6	- 90	-1 063	- 18	108	820	332	89
	S7	100	219	- 35	443	540	325	1 592
	All Grades	1 819	23 520	197	5 944	2 579	2 190	36 249

- 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 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.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB156**

Question Serial No.

2816

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 :

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 districts in the three school years of 2008/09, 2009/10 and 2010/11.

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 2008/09, 2009/10 and 2010/11 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 \_\_\_\_\_ 11 March 2011 \_\_\_\_\_

**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 2008/09 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	0
Eastern	5	4	4	1	2	3	4	4	13	13	19	19	19	13	12	0	0	0	0	0	0	0	0	0	0	0
Islands	2	2	1	1	1	0	0	1	1	2	5	5	5	4	3	0	0	0	0	0	0	0	0	0	0	0
Kowloon City	1	0	1	2	2	5	6	6	7	8	19	19	18	15	14	4	4	4	5	5	1	1	1	1	1	1
Kwai Tsing	3	0	0	0	2	6	8	8	15	16	22	22	22	15	15	0	0	0	1	0	0	1	1	0	0	0
Kwun Tong	1	1	1	0	0	4	3	3	11	11	21	21	21	15	15	1	2	2	1	1	0	0	0	0	0	0
North	3	1	1	0	0	2	3	1	5	6	14	15	17	14	13	0	0	0	0	0	0	0	0	0	0	0
Sai Kung	1	0	0	0	1	2	0	0	13	13	16	18	18	6	5	0	1	1	0	0	0	0	0	0	0	0
Sham Shui Po	0	0	0	0	0	3	2	4	4	6	12	13	11	10	8	1	1	1	1	1	0	0	0	0	0	0
Sha Tin	6	3	3	1	2	6	7	7	13	14	26	29	29	26	25	0	0	0	0	0	0	0	0	0	0	0
Southern	2	2	2	0	0	9	7	7	8	8	1	3	2	2	2	1	1	2	2	2	0	0	0	0	0	0
Tai Po	2	1	0	0	0	1	2	3	5	6	13	14	14	14	14	0	0	0	1	0	0	0	0	1	1	1
Tsuen Wan	0	0	0	0	0	2	2	2	6	5	11	11	11	7	8	0	0	0	0	0	0	0	0	0	0	0
Tuen Mun	4	2	1	0	2	10	7	5	13	13	22	28	31	23	22	0	0	0	0	0	0	0	0	0	0	0
Wan Chai	0	0	0	0	0	8	8	8	5	5	3	3	3	6	5	0	0	0	0	1	1	1	1	1	1	1
Wong Tai Sin	2	1	2	1	1	6	6	5	11	11	15	15	15	10	10	0	1	1	1	1	0	0	0	0	0	0
Yau Tsim Mong	0	0	0	0	0	5	5	5	5	6	7	6	6	6	6	1	2	2	2	1	0	0	0	0	0	0
Yuen Long	0	0	0	0	0	4	3	2	12	15	29	26	24	20	16	1	5	8	1	3	0	0	0	1	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 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	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	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	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	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	0	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	0	1	1	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	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	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	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	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	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	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	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	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	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	0	1	1	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	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	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	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.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB157**

Question Serial No.

2817

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 :

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 in the 2009/10, 2010/11 and 2011/12 school years respectively;
- (b) what were the actual teacher-to-student ratios and teacher-to-class ratios in the 2008/09, 2009/10 and 2010/11 school years respectively?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of public sector primary schools by district with breakdown of schools implementing small class teaching in the 2009/10, 2010/11 and 2011/12 school years, as well as the total number of Primary 1 school places and students in the 2009/10 and 2010/11 school years, are tabulated at Annex.

In the 2008/09, 2009/10 and 2010/11 school years, the overall teacher-to-student ratio in public sector primary schools is 1:16.4, 1:15.7 and 1:15.2 respectively and the overall ratio of teachers to operating class is 1.9:1 for the above three school years.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

## Annex

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 1)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools (Note 1)	No. [%] of SCT schools	Total no. of Primary 1 school places	Total no. of Primary 1 students	No. of public sector primary schools (Note 1)	No. [%] of SCT schools
Central & Western [Net 11]	17	9 [52.9]	1 255	1 145	17	9 [52.9]	1 205	1 077	17	10 [58.8]
Wan Chai [Net 12]	16	10 [62.5]	1 355	1 323	16	10 [62.5]	1 355	1 347	16	10 [62.5]
Eastern [Net 14 & 16]	27	15 [55.6]	2 545	2 370	27	16 [59.3]	2 545	2 377	27	17 [63]
Southern [Net 18]	12	9 [75]	970	886	12	9 [75]	865	773	11	9 [81.8]
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]
Sham Shui Po [Net 40]	21	0 [0]	2 250	2 103	21	4 [19]	2 070	1 978	21	8 [38.1]
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]
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]
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]
Sai Kung [Net 95]	22	22 [100]	1 925	1 814	22	22 [100]	1 775	1 646	22	22 [100]
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]
Tai Po [Net 84]	18	16 [88.9]	1 670	1 583	18	16 [88.9]	1 670	1 567	18	16 [88.9]
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]
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]
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]
Tsuen Wan [Net 62]	18	10 [55.6]	1 740	1 741	18	10 [55.6]	1 980	1 954	18	10 [55.6]
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]
Islands [Net 96, 97, 98 & 99]	16	13 [81.3]	1 040	972	16	14 [87.5]	950	858	16	15 [93.8]

## Notes :

1. Figures refer to schools participating in Primary One Admission 2009, 2010 and 2011.
2. We are unable to compile the total number of Primary 1 school places and students for the 2011/12 school year as the projected number of approved classes and enrolment in schools in the 2011/12 school year will be subject to a number of factors including parental choices, the results of Primary 1 places allocation, repetition and drop-out of students, the number of newly-arrived children from the Mainland to be admitted, demographic movements, etc.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB158**

Question Serial No.

2818

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a 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 in the 2007/08, 2008/09, 2009/10 and 2010/11 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 2007/08, 2008/09, 2009/10 and 2010/11 school years (sy) are as follows:

	2007/08 sy	2008/09 sy	2009/10 sy	2010/11 sy (Note 3)
Number of applications received (Note 1)	9 (1)	10 (4)	1 (0)	3 (Note 4)
Number of approvals granted (Note 1)	0	4 (0) (Note 2)	0	0

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

Note 2: The premises of the 4 KGs were newly provided in accordance with the Hong Kong Planning and Standards Guidelines in housing estates and allocated through the School Allocation Committee.

Note 3: Position as at March 2011.

Note 4: Two applications are being processed.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB159**

Question Serial No.

2819

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 2007/08, 2008/09, 2009/10 and 2010/11 school years, please inform us of :

- (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 the PEVS, the number of school places provided, 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, the number of school places provided (please list by District Council district).

Asked by : Hon. CHEUNG Man-kwong

Reply :

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

- (a) the breakdown of expenditure for pre-primary education from 2007-08 to 2010-11 is tabulated at Appendix I;
- (b) the number of whole-day kindergartens (KGs) under the subsidy of PEVS, the number of school places provided and the number of these KGs providing Extended Hours Service (EHS) (by District Council district) is tabulated at Appendix II; and
- (c) the number of half-day KGs under the subsidy of PEVS and the number of school places provided (by District Council district) is tabulated at Appendix III.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

## Expenditure for pre-primary education from 2007-08 to 2010-11

	2007-08	2008-09	2009-10	2010-11
	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Actual)	(\$ million) (Revised Estimate)
Pre-primary Education Voucher Scheme	914.1 (Note 1)	1,523.9	1,628.9	1,865.3
Kindergarten and Child Care Centre Fee Remission Scheme	367.4	302.1	284.7	255.0
Refund of rent, rates and government rent	178.5	178.0	186.7	193.6
Child Care Centre Subsidy Scheme (Note 2)	93.8	11.2	12.0	12.9
Principal and teacher training (Note 3)	38.5	42.6	45.0	32.2

Note:

1. The figure covers the part-year expenditure from August 2007 to March 2008 since the PEVS was introduced with effect from the 2007/08 school year.
2. Following the introduction of 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.
3. Including the payments for the commissioned "Three-Year-In-service Certificate in Early Childhood Education Course for the 2005, 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 PEVS for approved course(s) in early childhood education.

Number of whole-day (WD) kindergartens (KGs)  
under the subsidy of the Pre-primary Education Voucher Scheme (PEVS),  
number of school places provided and  
number of these KGs providing Extended Hours Service (EHS) by district  
in the 2007/08, 2008/09, 2009/10 and 2010/11 school years (sy)

**2007/08 and 2008/09 sy**

School Year	2007/08			2008/09		
	No. of KGs with WD Classes  (Note 1)	No. of School Places  (Note 1 & 2)	No. of KGs with EHS  (Note 3)	No. of KGs with WD Classes  (Note 1)	No. of School Places  (Note 1 & 2)	No. of KGs with EHS  (Note 3)
Central & Western	20	1 337	4	19	1 371	4
Wan Chai	13	917	3	12	891	3
Eastern	58	2 819	9	56	2 944	9
Southern	17	1 144	4	17	1 151	4
Sham Shui Po	36	2 560	7	36	2 465	7
Yau Tsim Mong	23	1 779	5	22	1 746	5
Kowloon City	31	2 524	5	31	2 490	5
Wong Tai Sin	38	2 508	6	39	2 558	6
Kwun Tong	56	3 691	10	57	3 663	10
Tsuen Wan	23	1 511	4	21	1 461	4
Tuen Mun	55	3 075	5	57	3 262	5
Yuen Long	58	3 355	6	58	3 390	6
North	34	2 037	4	34	2 195	4
Tai Po	25	1 794	6	26	1 793	6
Sha Tin	52	3 126	7	51	3 157	7
Sai Kung	42	2 430	4	40	2 231	4
Islands	18	919	1	20	967	1
Kwai Tsing	42	2 672	8	43	2 694	8

## 2009/10 and 2010/11 sy

School Year	2009/10			2010/11		
	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
Wan Chai	13	907	3	13	977	3
Eastern	55	2 816	9	50	2 840	9
Southern	17	1 104	4	18	1 208	4
Sham Shui Po	35	2 478	7	34	2 318	7
Yau Tsim Mong	21	1 693	5	20	1 600	5
Kowloon City	31	2 589	5	29	2 532	5
Wong Tai Sin	38	2 627	6	40	2 677	6
Kwun Tong	56	3 831	10	55	3 871	10
Tsuen Wan	22	1 482	4	20	1 489	4
Tuen Mun	53	3 221	5	53	3 254	5
Yuen Long	59	3 566	5	54	3 520	5
North	34	2 236	4	32	2 232	4
Tai Po	26	1 826	6	25	1 822	6
Sha Tin	51	3 242	7	47	3 244	7
Sai Kung	40	2 319	4	38	2 311	4
Islands	19	956	1	19	998	1
Kwai Tsing	43	2 568	8	43	2 523	8

Note:

1. Position as at September of the respective school years.
2. Accommodation in vacant classrooms not counted.
3. Source of information from Social Welfare Department. Figures refer to the number of KGs in receipt of subvention from Social Welfare Department to provide the Extended Hours Service (EHS).

Number of half-day (HD) kindergartens (KGs)  
under the subsidy of the Pre-primary Education Voucher Scheme (PEVS)  
and the number of school places provided by district  
in the 2007/08, 2008/09, 2009/10 and 2010/11 school years (sy)

School Year	2007/08		2008/09		2009/10		2010/11	
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)	No. of KGs with HD Classes (Note 1)	No. of Places (Note 1 & 2)
Central & Western	22	4 436	20	4 095	19	3 963	17	3 994
Wan Chai	14	4 768	15	4 757	15	4 882	15	4 748
Eastern	56	8 598	52	8 401	53	8 155	45	7 645
Southern	13	2 375	13	2 210	12	2 026	12	1 860
Sham Shui Po	30	7 340	29	7 457	27	7 467	26	7 213
Yau Tsim Mong	20	4 065	18	4 005	16	3 633	15	3 550
Kowloon City	39	11 172	38	11 099	37	10 905	33	10 274
Wong Tai Sin	34	6 411	33	6 132	31	5 737	31	5 274
Kwun Tong	45	10 204	43	9 911	43	9 944	43	10 180
Tsuen Wan	24	4 642	23	4 478	23	4 563	21	4 480
Tuen Mun	46	9 726	45	9 042	43	8 949	40	8 432
Yuen Long	59	13 622	56	12 812	55	12 143	49	11 426
North	32	6 857	33	7 133	34	7 474	31	7 366
Tai Po	20	4 174	20	3 687	21	3 435	19	2 903
Sha Tin	45	9 474	44	8 986	44	8 728	39	7 865
Sai Kung	36	6 132	32	5 810	32	5 693	29	5 134
Islands	21	3 353	22	3 270	21	3 008	21	2 781
Kwai Tsing	49	9 677	47	9 492	45	9 205	44	8 936

## Notes:

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



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB160**

Question Serial No.

2820

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide a breakdown of the names of course providers, amount of government subsidies, course fees, number of places and number of students of all the certificate, diploma and higher diploma programmes in the territory for qualified kindergarten teachers in the 2010/11 school year (please specify by levels).

Asked by : Hon. CHEUNG Man-kwong

Reply :

For the 2010/11 school year, 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 (non-subsidised)	120 (\$65,540)		32 (\$63,000)	141 (\$50,000)

For the EDB-commissioned courses, the number of students at Year 2 (2009 Intake offered by HKIVE) is 283, and that at Year 3 (2008 Intake offered by HKIVE, HKBU & HKOU) is 673 as at mid-September 2010. EDB has not collected information on student numbers for other courses.

Information on the amount of subsidies of each of the subsidised training places for serving kindergarten teachers is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants. Information on the unit cost of the self-financed places is also not available as the course providers do not consider it appropriate to disclose the information.

**Key :**

**HKIVE** - Hong Kong Institute of Vocational Education

**HKIEd** - The Hong Kong Institute of Education

**HKBU** - Hong Kong Baptist University

**OCHK** - The Open University of Hong Kong

**EDB** - Education Bureau

**UGC** - University Grants Committee

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB161**

Question Serial No.

2821

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 the 2010/11 school year,

- (a) have any kindergarten teachers receiving the Teacher Development Subsidy (TDS) under the Pre-primary Education Voucher Scheme (PEVS) applied to the Education Bureau to discontinue or defer their studies? If so, how many applications have been approved or rejected? What are the reasons for the approval or rejection of these applications?
- (b) how many supply teachers have been employed by kindergartens under PEVS?

Asked by : Hon. CHEUNG Man-kwong

Reply :

- (a) As at to date, the Education Bureau has not received any application from kindergarten teachers receiving the TDS under the PEVS for discontinuation or deferment of their studies.
- (b) As at September 2010, 878 supply teachers were employed under the TDS of the PEVS.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB162**

Question Serial No.

2822

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 2010-11, please give a breakdown of:

(a) the number of local non-profit-making kindergartens and the number of teachers and students in these kindergartens by the following categories: non-profit-making kindergartens joining the Pre-primary Education Voucher Scheme, non-profit-making kindergartens without joining the Scheme and private independent kindergartens converted to non-profit-making kindergartens under the subsidy of the Scheme;

(b) the number of local private independent kindergartens and the number of teachers and students in these kindergartens by the following categories: private independent kindergartens without joining the Scheme and private independent kindergartens under the subsidy of the Scheme during the 3-year transitional period;

(c) the number of kindergartens which are kindergarten-cum-child care centres in items (a) and (b) above, the number of kindergarten-cum-child care centres joining the Scheme, and the number of teachers and students involved;

(d) the number of whole-day nursery schools, and the number of teachers and students involved.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The reply in seriatim for the 2010/11 school year is –

(a) The number of local non-profit-making (NPM) kindergartens (KGs) (including kindergarten-cum-child care centres) and their number of teachers and students by category are as follows -

Type of KGs	Number of local KGs	Number of Teachers	Number of Students
NPM KGs joining the PEVS (Note)	757	8 532	122 977 <sup>#</sup>
NPM KGs not joining the PEVS	12	159	2 057
Total	769	8 691	125 034

Note: The above figure includes 2 private independent (PI) KGs converted into NPM operation in the 2010/11 school year, with 17 teachers and 189 students<sup>#</sup>.

- (b) The number of local PI KGs not joining the PEVS and the number of teachers and students in these KGs are as follows:

No. of KGs	96
No. of teachers	1 145
No. of students	16 348

The 3-year transitional arrangement under which PI KGs may join the PEVS has come to an end upon the completion of the 2009/10 school year. Hence, there is no PI KGs joining the PEVS in the 2010/11 school year.

- (c) Of (a) and (b) above, the number of local kindergarten-cum-child care centres (KG-cum-CCCs), the number of KG-cum-CCCs joining the PEVS and the number of teachers and students in these KG-cum-CCCs are as follows:

No. of KG-cum-CCCs	429
No. of KG-cum-CCCs joining the PEVS	355
No. of teachers in KG-cum-CCCs joining the PEVS	3 299
No. of students in KG-cum-CCCs joining the PEVS	36 917 <sup>#</sup>

- (d) The number of local KGs, including KG-cum-CCCs, operating only whole-day classes in K1 to K3 and the number of teachers and students in these KGs are as follows:

No. of KGs	233
No. of teachers	2 000
No. of students	19 278

- # 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.

Signature \_\_\_\_\_  
 Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
 Post Title \_\_\_\_\_ Permanent Secretary for Education  
 Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB163**

Question Serial No.

2823

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 on the Pre-primary Education Voucher Scheme (PEVS) in the 2007/08, 2008/09, 2009/10 and 2010/11 school years respectively:

- (a) How many whole-day and half-day kindergartens joining the PEVS were approved to increase their school fees? What was the highest, lowest and average rate of increase?
- (b) How many half-day kindergartens which were included in PEVS after their conversion to non-profit making kindergartens from private independent kindergartens charged a school fee of \$21,000-\$21,999, \$22,000-\$22,999, \$23,000-\$23,999 and \$24,000 or above? What was their percentage share among the converted half-day kindergartens? Please give a yearly breakdown.
- (c) How many kindergartens joining the PEVS converted to non-profit-making kindergartens from private independent kindergartens?

Asked by : Hon. CHEUNG Man-kwong

Reply :

- (a) The number of non-profit making (NPM) whole-day (WD) and half-day (HD) kindergartens (KGs) in the Pre-primary Education Voucher Scheme (PEVS) that have been given approval to increase their school fees and their highest, lowest and average rates of increase from the 2007/08 to 2010/11 school years (sy) are at Appendix I.
- (b) The number of HD KGs which were included in the PEVS after their conversion to NPM KGs from private independent (PI) status and charging a school fee of \$21,000-\$21,999, \$22,000-\$22,999, \$23,000-\$23,999 and \$24,000 and their percentage share among the converted HD KGs from the 2007/08 to 2010/11 sy is at Appendix II.
- (c) The number of KGs joining the PEVS that have converted to NPM KGs from PI KGs from the 2007/08 to 2010/11 sy is at Appendix III.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

The number of non-profit making (NPM) whole-day (WD) and half-day (HD) kindergartens (KGs) in the Pre-primary Education Voucher Scheme (PEVS) with fee increase, and the highest, lowest and average rates of increase in the respective school years from 2007/08 to 2010/11

<b>2007/08 school year</b>	HD	WD
Number of NPM KGs under PEVS with school fees increased	371	458
The highest rate of increase (Note)	65%	53%
The lowest rate of increase	1%	0.3%
The weighted average rate of increase	10.5%	8.9%

Note:

Subsequent to replacement of Kindergarten and Child Care Centre Subsidy Scheme (KCSS) with the PEVS from 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.

<b>2008/09 school year</b>	HD	WD
Number of NPM KGs under the PEVS with school fees increased	352	429
The highest rate of increase	27%	20%
The lowest rate of increase	0.08%	0.3%
The weighted average rate of increase	4.8%	4.6%

<b>2009/10 school year</b>	HD	WD
Number of NPM KGs under the PEVS with school fees increased	255	276
The highest rate of increase	42%	13%
The lowest rate of increase	0.01%	0.008%
The weighted average rate of increase	2.4%	1.6%

<b>2010/11 school year</b>	HD	WD
Number of NPM KGs under the PEVS with school fees increased	317	375
The highest rate of increase	33%	27%
The lowest rate of increase	0.007%	0.006%
The weighted average rate of increase	3.9%	3.1%

Remark :

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

## Appendix II

The number of half-day (HD) private independent kindergartens (PI KGs) converted into non-profit-making (NPM) status for joining the Pre-primary Education Voucher Scheme (PEVS), the range of their school fee and the percentage share in the respective school years from 2007/08 to 2010/11

### 2007/08 school year

HD School Fee	No. of HD PI KGs converted to NPM for joining the PEVS	% share
\$21,000-\$21,999	6	6.1%
\$22,000-\$22,999	3	3.0%
\$23,000-\$23,999	4	4.0%
\$24,000	16	16.2%

### 2008/09 school year

HD School Fee	No. of HD PI KGs converted to NPM for joining the PEVS	% share
\$21,000-\$21,999	1	3.8%
\$22,000-\$22,999	5	19.2%
\$23,000-\$23,999	1	3.8%
\$24,000	1	3.8%

### 2009/10 school year

HD School Fee	No. of HD PI KGs converted to NPM for joining the PEVS	% share
\$21,000-\$21,999	0	--
\$22,000-\$22,999	0	--
\$23,000-\$23,999	0	--
\$24,000	3	75.0%

### 2010/11 school year

HD School Fee	No. of HD PI KGs converted to NPM for joining the PEVS	% share
\$21,000-\$21,999	0	--
\$22,000-\$22,999	0	--
\$23,000-\$23,999	0	--
\$24,000	2	100%

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



Appendix III

The number of kindergartens (KGs) joining the  
Pre-primary Education Voucher Scheme (PEVS) that have converted to  
non-profit-making (NPM) KGs from private independent (PI) KGs  
from 2007/08 to 2010/11

School Year	2007/08	2008/09	2009/10	2010/11
Number of KGs joining the PEVS converting to NPM KGs from PI KGs	100	26	4	2

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB164**

Question Serial No.

2824

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 on the Pre-primary Education Voucher Scheme (PEVS) in the 2007/08, 2008/09, 2009/10 and 2010/11 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;
- (b) the 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;
- (c) the average school fee and median school fee for whole-day and half-day classes charged by kindergartens under the subsidy of PEVS, as well as the school fee and median school fee for whole-day and half-day classes charged by kindergartens included in PEVS after their conversion to non-profit-making kindergartens from private independent kindergartens;
- (d) the average school fee and median school fee for whole-day and half-day classes charged by local kindergartens not under the subsidy of PEVS.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The reply in seriatim for the 2007/08, 2008/09, 2009/10 and 2010/11 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 KG students under the subsidy of the Pre-primary Education Voucher Scheme (PEVS):

School Year	2007/08	2008/09	2009/10	2010/11
Number & % (in bracket) of students attending local WD KGs	33 636 (25.4%)	34 312 (26.1%)	35 218 (26.2%)	37 850 (26.8%)
Number & % (in bracket) of students attending local HD KGs	98 698 (74.6%)	97 196 (73.9%)	99 075 (73.8%)	103 532 (73.2%)
Number & % (in bracket) of WD KG students under the subsidy of PEVS	32 309 (27%)	33 007 (28%)	34 013 (28.6%)	35 950 (29.2%) (Note)
Number & % (in bracket) of HD KG students under the subsidy of PEVS	87 386 (73%)	84 895 (72%)	85 094 (71.4%)	87 027 (70.8%) (Note)

Note:

Provisional figures as at mid-September 2010. 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 2010/11 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	2008/09	2009/10	2010/11
Number of applications from students attending WD KGs		17 156	19 296	18 932	18 133
Number of applications from students attending HD KGs		26 791	27 627	22 341	19 470
Number & % (in brackets) of WD KG students in receipt of fee remission	50% fee remission	6 663 (42.5%)	5 988 (34.4%)	5 490 (33.4%)	5 113 (33.4%)
	75% fee remission	4 821 (30.7%)	4 915 (28.2%)	4 964 (30.2%)	4 423 (28.9%)
	100% fee remission	4 201 (26.8%)	6 514 (37.4%)	6 006 (36.5%)	5 795 (37.8%)
Number & % (in brackets) of HD KG students in receipt of fee remission	50% fee remission	1 268 (6.9%)	202 (1.1%)	145 (1.2%)	76 (0.9%)
	75% fee remission	7 768 (42.0%)	5 472 (29.8%)	4 166 (35.6%)	1 770 (21.7%)
	100% fee remission	9 458 (51.1%)	12 705 (69.1%)	7 390 (63.2%)	6 316 (77.4%)

- (c) The average school fee and median school fee for WD and HD classes charged by KGs under the subsidy of PEVS, as well as the school fee and median school fee for WD and HD classes charged by KGs included in the PEVS after their conversion to non-profit-making (NPM) KGs from private independent (PI) KGs:

School Year			2007/08	2008/09	2009/10	2010/11
KGs under the PEVS	average school fee	WD	\$28,000	\$29,000	\$29,300	\$30,200
		HD	\$17,200	\$17,900	\$18,000	\$18,700
	median school fee	WD	\$27,000	\$28,200	\$28,900	\$30,000
		HD	\$16,300	\$17,200	\$17,800	\$18,500
KGs under the PEVS after conversion to NPM KGs from PI KGs	average school fee	WD	\$33,000	\$31,300	\$44,900	\$47,300
		HD	\$18,700	\$19,800	\$21,300	\$24,000
	median school fee	WD	\$31,000	\$31,700	\$42,000	\$46,800
		HD	\$18,000	\$19,800	\$24,000	\$24,000

- (d) The average school fee and median school fee for WD and HD classes charged by local KGs not under the subsidy of PEVS:

School Year			2007/08	2008/09	2009/10	2010/11
Local KGs not under the PEVS	average school fee	WD	\$59,400	\$58,200	\$58,800	\$57,500
		HD	\$35,100	\$36,100	\$36,600	\$38,400
	median school fee	WD	\$58,600	\$56,400	\$55,200	\$55,200
		HD	\$34,800	\$34,900	\$37,100	\$38,000

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB165**

Question Serial No.

2825

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 2005/06, 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11 school years by different age groups (i.e. age groups of 6-11, 12-14 and 15-17).

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of dropout cases in the age group of 6-11, 12-14 and 15-17 and the percentages of these cases against the total number of students of the respective age groups (shown in brackets) for the school years from 2005/06 to 2009/10 are in the table below. Numbers for the 2010/11 school year are not yet available.

School year Age group	2005/06	2006/07	2007/08	2008/09	2009/10
6-11	234 (0.06 %)	264 (0.07 %)	294 (0.08 %)	298 (0.08 %)	319 (0.09 %)
12-14	1 128 (0.47 %)	1 642 (0.68 %)	1 576 (0.66 %)	1 539 (0.65 %)	1 508 (0.66 %)
15-17	-- (Note)	2 856 (1.49%)	2 992 (1.56 %)	3 175 (1.64 %)	2 909 (1.50 %)

Note: Number for the age group 15-17 in 2005/06 is not available as dropout cases for students aged 15 or above were not collected before the 2006/07 school year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB166**

Question Serial No.

2826

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 :

Please list out the following information for the 2005/06, 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11 school years:

- 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; and
- b) the numbers of regular and contract teachers in aided primary and secondary schools as well as special schools.

Asked by : Hon. CHEUNG Man-kwong

Reply :

- a. The average student/teacher ratios and the average teacher/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 2005/06 to 2010/11 are as follows –

Student/Teacher Ratio

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aided primary schools	18.4:1	17.5:1	17.2:1	16.4:1	15.7:1	15.2:1
Aided secondary school	18.0:1	17.1:1	16.9:1	16.5:1	16.2:1	15.4:1
Special schools	5.7:1	5.6:1	5.5:1	5.5:1	5.5:1	5.2:1
DSS schools	16.2:1	15.6:1	15.4:1	14.8:1	14.2:1	13.4:1
International schools	11.8:1	11.7:1	12.0:1	11.7:1	11.8:1	11.5:1

Teacher/Class Ratio

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Aided primary schools	1.8:1	1.8:1	1.9:1	1.9:1	1.9:1	1.9:1
Aided secondary school	2.1:1	2.2:1	2.2:1	2.2:1	2.2:1	2.2:1
Special schools	2.1:1	2.1:1	2.1:1	2.2:1	2.1:1	2.1:1
DSS schools	2.1:1	2.1:1	2.2:1	2.2:1	2.3:1	2.3:1
International schools	2.0:1	2.0:1	2.0:1	2.0:1	2.0:1	2.1:1

\* Provisional figures

- b. Schools can appoint teachers to fill the posts in the approved teaching establishment or posts outside the establishment by using various grants and other provisions. The numbers of establishment teachers and non-establishment teachers in aided primary and secondary schools, and special schools for the school years from 2005/06 to 2010/11 are as follows –

Aided Primary Schools

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Establishment teachers	16 720	16 560	15 910	15 460	15 100	14 750
Non-establishment teachers	1 990	2 220	1 890	1 900	1 880	1 880

Aided Secondary Schools

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Establishment teachers	19 770	19 750	19 660	19 610	19 530	19 260
Non-establishment teachers	1 340	2 390	2 750	2 740	2 810	3 170

Special Schools

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11*
Establishment teachers	1 280	1 250	1 290	1 310	1 320	1 340
Non-establishment teachers	100	150	120	130	130	140

\* Provisional figures

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB167**

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

Question Serial No.

2827

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

Controlling Officer :      Permanent Secretary for Education

Director of Bureau :      Secretary for Education

Question :

For the 2009/10 and 2010/11 school years, please list out the numbers of aided primary and secondary schools which employed contract teachers to fill permanent teaching posts within their approved teaching establishment, the numbers of such contract teachers, together with a breakdown by District Council district as set out in the two tables below:

**Annex 1: Aided secondary schools**

District Council district	No. of aided secondary schools in the district in 2009/10	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)		No. of aided secondary schools in the district in 2010/11	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided secondary schools)	
		No. of schools	No. of contract teachers		No. of schools	No. of contract teachers
<b>Total</b>						

**Annex 2: Aided primary schools**

District Council district	No. of aided primary schools in the district in 2009/10	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)		No. of aided primary schools in the district in 2010/11	Employment of contract teachers to fill permanent teaching posts within the approved teaching establishment (aided primary schools)	
		No. of schools	No. of contract teachers		No. of schools	No. of contract teachers
<b>Total</b>						

Asked by : Hon. CHEUNG Man-kwong

Reply :

The posts on the approved teaching establishment in aided schools are regular posts. The teachers filling these posts (except those temporary or supply teachers) are regular teachers. The numbers of regular teachers with fixed-term contracts to fill regular posts in secondary and primary schools in the 2009/10 school year are at Annexes 1 and 2 respectively. As the related teacher employment statistics for the 2010/11 school year are still subject to further verification with schools, there is no readily available information at the moment.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



**Employment of regular teachers on fixed-term contracts  
by aided secondary schools in the 2009/10 school year**

EDB school district	No. of aided secondary schools in the district	Employment of contract teachers to fill permanent posts within the approved teaching establishment	
		No. of schools	No. of contract teachers*
Central & Western	8	5	0
		2	1
		1	9
Wan Chai	9	4	0
		2	1
		1	2
		1	3
Eastern	24	1	8
		12	0
		3	1
		4	2
		1	3
		1	7
Southern	14	1	10
		4	0
		5	1
		1	2
		1	4
		1	8
Sham Shui Po	15	1	12
		9	0
		1	1
		1	2
		1	3
		1	5
Yau Tsim Mong	12	1	7
		1	14
		1	0
		3	1
		1	2
		1	3
Kowloon City	28	2	4
		3	2
		6	4
		1	8
		1	9
		1	20
Wong Tai Sin	22	10	0
		5	1
		1	3
		1	4
		1	5
		1	6
		2	7
1	16		

EDB school district	No. of aided secondary schools in the district	Employment of contract teachers to fill permanent posts within the approved teaching establishment	
		No. of schools	No. of contract teachers*
Kwun Tong	25	12	0
		2	1
		1	2
		3	3
		1	6
		1	7
		3	8
		1	10
		1	11
Tsuen Wan	13	4	0
		4	1
		1	2
		1	4
		1	5
		1	16
		1	17
Tuen Mun	36	15	0
		4	1
		2	2
		4	3
		1	4
		1	5
		1	6
		1	7
		1	8
		1	9
		1	10
		2	11
		1	12
1	13		
Yuen Long	30	13	0
		3	1
		2	2
		2	3
		1	4
		1	5
		2	7
		2	12
		1	15
		1	16
		1	17
		1	18
		North	17
2	1		
1	3		
2	4		
1	5		
1	6		
1	10		
Tai Po	19	7	0
		3	1
		2	4
		1	5
		3	6
		1	13
		1	14
		1	16

EDB school district	No. of aided secondary schools in the district	Employment of contract teachers to fill permanent posts within the approved teaching establishment	
		No. of schools	No. of contract teachers*
Sha Tin	38	16	0
		4	1
		4	2
		4	3
		1	5
		1	6
		1	7
		3	10
		1	12
		1	15
		1	19
		1	25
Sai Kung	18	5	0
		3	1
		2	2
		1	3
		1	4
		1	5
		1	6
		2	8
		1	10
		1	11
Islands	7	1	0
		1	1
		1	2
		1	3
		1	6
		1	10
Kwai Tsing	31	17	0
		4	2
		2	3
		2	4
		2	6
		2	7
		2	8
Total	366	159	0
		49	1
		28	2
		23	3
		20	4
		10	5
		12	6
		11	7
		11	8
		4	9
		9	10
		6	11
		5	12
		3	13
		2	14
		3	15
		5	16
2	17		
1	18		
1	19		
1	20		
1	25		

Note \*: Regular teachers with fixed-term contracts include full-time and part-time teachers.

**Employment of regular teachers on fixed-term contracts  
by aided primary schools in the 2009/10 school year**

EDB school district	No. of aided primary schools in the district	Employment of contract teachers to fill permanent posts within the approved teaching establishment	
		No. of schools	No. of contract teachers*
Central & Western	16	12	0
		2	1
		1	3
		1	4
Wan Chai	14	10	0
		1	1
		1	2
		2	5
Eastern	24	14	0
		8	1
		2	4
Southern	11	4	0
		2	1
		2	2
		1	3
		1	5
		1	7
Sham Shui Po	17	8	0
		5	1
		2	2
		1	4
		1	10
Yau Tsim Mong	19	8	0
		6	1
		3	2
		2	3
Kowloon City	27	17	0
		5	1
		3	2
		1	8
		1	16
Wong Tai Sin	28	17	0
		7	1
		1	2
		1	3
		2	5
Kwun Tong	30	18	0
		3	1
		1	2
		2	3
		3	4
		2	5
		1	7
		1	7
Tsuen Wan	20	9	0
		7	1
		1	2
		2	3
		1	6
Tuen Mun	38	27	0
		4	1
		2	2
		3	3
		1	4
		1	5

EDB school district	No. of aided primary schools in the district	Employment of contract teachers to fill permanent posts within the approved teaching establishment	
		No. of schools	No. of contract teachers*
Yuen Long	43	31	0
		6	1
		1	2
		3	3
		2	4
North	27	18	0
		5	1
		1	3
		1	5
		1	8
Tai Po	20	12	0
		5	1
		2	3
		1	6
Sha Tin	38	26	0
		5	1
		5	2
		1	3
		1	6
Sai Kung	21	12	0
		4	1
		1	2
		1	3
		1	6
		1	9
		1	14
Islands	16	8	0
		4	1
		2	2
		1	4
		1	7
Kwai Tsing	30	19	0
		4	1
		3	2
		1	4
		1	5
		1	8
		1	10
Total	439	270	0
		83	1
		28	2
		20	3
		12	4
		10	5
		4	6
		3	7
		3	8
		2	9
		2	10
		1	14
		1	16

Note \*: Regular teachers with fixed-term contracts include full-time and part-time teachers.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB168**

Question Serial No.

2828

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 :

Has the Government reserved financial resources in 2011-12 for the implementation of a series of recommendations in the Report on Review of the Pre-primary Education Voucher Scheme? If so, how much resources have been reserved? If not, what are the reasons?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The Education Bureau received Education Commission's Report on Review of the Pre-primary Education Voucher Scheme (PEVS) in mid December 2010 and is considering the way forward in the light of the recommendations made. We shall secure the necessary additional resources for implementing the endorsed recommendations in accordance with the established mechanism.

Signature	
Name in block letters	Mrs Cherry Tse
Post Title	Permanent Secretary for Education
Date	15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB169**

Question Serial No.

2829

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 :

Starting from the 2009/10 school year, the Government has reduced the enrolment cap of secondary schools from 40 to 36 students. Please give a yearly breakdown of the additional resources involved.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The enrolment cap in Secondary 1 class (i.e. number of students allocated under the Secondary School Places Allocation System plus two repeaters) was reduced from 40 to 38 in the 2009/10 school year and further to 36 in the 2010/11 school year. The estimated additional expenditure required is as follows:

<b>Financial Year</b>	<b>Estimated Additional Expenditure Required (\$ million)</b>
2009-10	106
2010-11	352

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB170**

Question Serial No.

2830

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 Government has been implementing small class teaching in government and aided primary schools. What additional resources have been deployed to this initiative each year so far? Please give a breakdown.

Asked by : Hon. CHEUNG Man-kwong

Reply :

On the basis of 301 (65%) public sector primary schools implementing small class teaching (SCT) starting from Primary 1 in the 2009/10 school year and the district-based school-age population projections, 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 year from 2009/10, 2010/11 and 2011/12 are set out as below:

School Year	2009/10	2010/11	2011/12
Total additional recurrent expenditure (\$ million)	261	457	746

Besides, 700 additional time-limited teaching posts have been provided in the 2008/09 and 2009/10 school years to support schools indicating readiness in implementing SCT and the estimated cost for the 2009/10 school year is about \$200 million. In the 2010/11 school year, 300 time-limited teaching posts with an estimated cost of about \$100 million have been provided to public sector primary schools implementing SCT to devise pedagogical strategies and resources under a small class context so as to enhance the effectiveness of learning and teaching and these strategies and resources will be disseminated and compiled for future reference.

To maximise 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 and \$36 million in 2009-10, 2010-11 and 2011-12 respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB171**

Question Serial No.

3289

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 2008-09 to 2010-11.

Asked by : Hon. CHEUNG Man-kwong

Reply :

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

	Financial Provision			Unit Cost		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
	Actual \$ million	Actual \$ million	Revised Estimate \$ million	Actual \$	Actual \$	Revised Estimate \$
Kindergartens and Kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme and the Pre-primary Education Voucher Scheme <sup>1</sup>	1,535	1,641	1,878	N/A	N/A	N/A
Government primary schools <sup>2</sup>	834	832	824	37,230	39,093	41,330
Aided primary schools	9,478	9,486	9,642	30,381	32,396	35,710
English Schools Foundation Junior Schools	115	116	116	20,511	20,720	20,670
Primary schools under the Direct Subsidy Scheme	326	377	459	29,529	30,806	35,200
Government secondary schools <sup>2</sup>	1,323	1,276	1,276	47,784	48,261	50,450
Aided secondary schools	15,387	15,607	16,039	39,485	41,073	44,630
Caput schools	166	163	168	41,873	43,574	46,630
English Schools Foundation Secondary Schools	167	167	169	28,470	28,475	28,700
Secondary schools under the Direct Subsidy Scheme	1,796	2,051	2,181	37,821	40,913	43,890
Aided special schools	1,369	1,404	1,508	158,095	160,958	172,690
Vocational Training Council <sup>3</sup>						
- Higher technician / technician level	} 1,635	1,753	1,711	60,900	61,400	65,300
- Craft level				54,300	54,900	55,100
University Grants Committee-funded Institutions <sup>4</sup>	11,711	11,476	11,022	212,800	214,300	214,100
The Hong Kong Institute of Education <sup>4</sup>	524	520	519	156,500	151,900	140,000
Training providers of Project Yi Jin <sup>5</sup>	103	122	175	10,310	11,218	11,780

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

#### Note

1. The financial provision caters for Government's subsidy to non-profit-making kindergartens and kindergarten-cum-child care centres under the Child Care Centre Subsidy Scheme as well as the Pre-primary Education Voucher Scheme (PEVS). Unit cost is not applicable here as substantial part of the financial provision is provided to parents for paying school fees under the PEVS, and not funding allocated to the kindergartens, etc. as such.
2. The unit cost for government primary and secondary schools includes expenditure chargeable to Head 156 Government Secretariat: Education Bureau, and staff on-costs captured under Head 46 General Expenses of the Civil Service and Head 120 Pensions.

3. The financial provision for the Vocational Training Council (VTC) covers the vocational education courses offered by Hong Kong Institute of Vocational Education and VTC's training and development centres. The unit costs are calculated on an academic year and a full-time-equivalent basis.
4. Subventions to individual institutions are as follows –

	<b>2008-09 Actual \$ million</b>	<b>2009-10 Actual \$ million</b>	<b>2010-11 Revised Estimate \$ million</b>
City University of Hong Kong	1,484	1,415	1,343
Hong Kong Baptist University	744	683	663
Lingnan University	285	292	272
The Chinese University of Hong Kong	2,633	2,546	2,500
The Hong Kong Institute of Education	524	520	519
The Hong Kong Polytechnic University	1,944	1,873	1,806
The Hong Kong University of Science and Technology	1,523	1,533	1,429
The University of Hong Kong	2,574	2,614	2,490
Total	11,711	11,476	11,022

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

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

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry TSE  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB172**

Question Serial No.

3290

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 numbers of teachers with recognised degree qualifications, the numbers and percentages of teachers appointed to graduate teaching posts, as well as the wastage rates of trained, untrained, graduate and non-graduate teachers in primary and secondary schools in the 2008/09 to 2010/11 school years.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The numbers of teachers who have degree qualifications (degree holders), and the numbers and percentages of teachers who are substantively appointed to graduate posts (graduate teachers) in government, aided and caput schools for the 2008/09, 2009/10 and 2010/11 school years are as follows –

	Primary schools (Government and aided)			Secondary schools (Government, aided and caput)		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
Degree holders	16 600	16 700	16 600	23 400	23 600	23 800
Graduate teachers	6 000	6 500	6 800	17 900	18 500	18 700
% of teachers appointed as graduate teachers*	31.5%	35.4%	37.7%	73.2%	76.0%	76.6%

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

The wastage rates of teachers in government, aided and caput schools for the 2008/09, 2009/10 and 2010/11 school years are as follows –

	Primary schools (Government and aided)			Secondary schools (Government, aided and caput)		
	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11
Trained teachers	5.8%	5.5%	5.6%	5.3%	4.8%	4.9%
Untrained teachers	29.3%	23.4%	22.0%	18.9%	15.1%	15.1%
Graduate teachers	4.8%	3.6%	3.5%	5.1%	4.4%	4.7%
Non-graduate teachers	7.4%	7.3%	7.6%	7.6%	7.5%	7.5%

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB173**

Question Serial No.

3291

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the pre-primary education in the 2010/11 school year, please provide the following information:

- (a) the number of qualified in-service kindergarten teachers in the territory, and the respective number of these teachers in whole-day kindergartens, half-day kindergartens and kindergartens with both half-day and whole-day classes;
- (b) among the qualified kindergarten teachers, the number and percentage of kindergarten teachers holding Certificate in Early Childhood Education (C(ECE)); the respective number and percentage of kindergarten teachers pursuing and not enrolled in Certificate/Diploma in Early Childhood Education programmes;
- (c) the respective number and percentage of kindergarten teachers holding and pursuing Certificate/Diploma in Early Childhood Education in the local kindergartens outside the Pre-primary Education Voucher Scheme (PEVS);
- (d) the number and percentage of kindergarten teachers holding and pursuing Bachelor Degree in Early Childhood Education (BEd(ECE));
- (e) the number and percentage of kindergarten principals holding and pursuing BEd(ECE);
- (f) the number of in-service teachers who are pursuing diploma programmes but are expected to be unable to complete the programmes by the end of the 2012/13 school year;
- (g) 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.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Regarding the pre-primary education in the 2010/11 school year, the reply in seriatim is -

(a) The number of qualified kindergarten teachers in local kindergartens (KGs) is 9 382, including 2 713 in KGs operating half-day classes, 1 981 in KGs operating whole-day classes and 4 688 in KGs operating both half-day and whole-day classes.

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

Holding C(ECE)	6 834 (69.5%)
Pursuing C(ECE)	2 658 (27%)
Not yet enrolled in C(ECE)	344 (3.5%)

(c) Among the teachers in KGs not joining the PEVS, 728 (55.8%) and 319 (24.5%) are holding and pursuing the C(ECE) qualification respectively.

(d) The number and percentage (in bracket) of KG teachers (excluding principals) holding and pursuing BEd(ECE) are 976 (10.9%) and 1 965 (21.9%) respectively.

(e) The number and percentage (in bracket) of KG principals holding and pursuing BEd(ECE) are 423 (54%) and 168 (21.5%) respectively.

(f) There is no estimate on the number of in-service teachers who are pursuing these C(ECE) / diploma programmes but are expected to be unable to complete the programmes by the end of the 2012/13 school year.

(g) The overall wastage rate of KG teachers is 6.9%, of which 216 (32.7%) teachers serve in KGs operating half-day classes, 103 (15.6%) in KGs operating whole-day classes and 341 (51.7%) in KGs operating both half-day and whole-day classes. The average age and length of service of these teachers are 37 and 12.4 years respectively. The number and percentage (in bracket) of these teachers holding C(ECE) and BEd(ECE) are 200 (30.3%) and 55 (8.3%) respectively.

Note:

The figures are provisional and are referring to the position as at mid September 2010.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_

Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_

Date \_\_\_\_\_ 16 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB174**

Question Serial No.

3292

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 numbers of whole-day and half-day kindergarten teachers (excluding principals) in the 2010/11 school year with monthly salaries listed in the table below:

Monthly salary	No. of whole-day kindergarten teachers	No. of half-day kindergarten teachers
\$4,000 or below		
\$4,001-\$6,000		
\$6,001-\$8,000		
\$8,001-\$10,909		
\$10,910-\$13,194		
\$13,195-\$15,874		
\$15,875-\$17,904		
\$17,905-\$19,944		
\$19,945 or above		
Total no. of teachers		

Asked by : Hon. CHEUNG Man-kwong

Reply :

Information on the number of kindergarten (KG) teachers by the monthly salary range prescribed is not available. The distribution of monthly salary levels of full-time teachers in local kindergartens in the 2010/11 school year is as tabulated at the Appendix for reference.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

**Distribution of monthly salary levels of full-time teachers in local kindergartens  
in the 2010/11 school year**

Monthly salary	No. of full-time teachers (excluding principals) in local kindergartens	
	Whole-day	Half-day
\$6,000 or below	9	80
\$6,001 – \$9,000	94	486
\$9,001 – \$12,000	452	387
\$12,001 – \$15,000	2 735	196
\$15,001 – \$18,000	2 025	105
\$18,001 – \$21,000	955	14
\$21,001 – \$24,000	624	4
\$24,001 – \$27,000	548	1
\$27,001 or above	117	0
Total no. of teachers	7 559	1 273

Note: Information is based on an anonymous questionnaire survey on the monthly salary levels of KG teachers conducted in September each year by the Education Bureau.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB175**

Question Serial No.

3293

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 list out the following information for the six school years of 2005/06, 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11:

- (a) a breakdown, by age group, of the respective numbers of local school-age primary and secondary students who emigrated or pursued studies overseas;
- (b) a breakdown, by age group as shown in (a) above, of the respective numbers of school-age returnee children, i.e. children of Hong Kong residents who were born overseas or who were born in Hong Kong but emigrated or pursued studies overseas, who studied or are studying in local aided primary and secondary schools.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The Education Bureau does not collect information on the number of students who have emigrated or pursued studies outside Hong Kong or number of returnee children who have been admitted to local schools. As such, the required information is not available.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB176**

Question Serial No.

3811

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 two public examinations, namely the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination, conducted by the Hong Kong Examinations and Assessment Authority in 2008-09, 2009-10 and 2010-11, please give a breakdown of the following:

- a. the number of appeal applications received (please list out separately the appeals for rechecking scores and appeals for remarking scripts) by subject, the number of cases with result upgraded after review, the expenditure involved and the amount of fees refunded; and
- b. the number of appeal review applications received by category, the number of cases with different results after review by category, the expenditure involved and the total amount of fees refunded.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Regarding the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination conducted in 2008-09, 2009-10 and 2010-11, the Hong Kong Examinations and Assessment Authority (HKEAA) has provided the following information –

- a. The number of appeal applications by subject, the number of cases with results upgraded after review, the expenditure involved and the fees refunded to applicants are at Appendix 1.
- b. The number of appeal review applications by category, the number of cases with different results after review, the expenditure involved and the fees refunded to applicants are at Appendix 2.

The fees are received and the expenditure is incurred by HKEAA, a self-financing statutory body.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

Appeal applications**Table 1 –Hong Kong Certificate of Education Examination**

	2008-09 (2008 Examination)		2009-10 (2009 Examination)		2010-11 (2010 Examination)	
	Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
<b>i) rechecking and remarking application per subject</b>						
Accommodation and Catering Services	0	0	0	0	0	1
Additional Mathematics	13	363	13	628	7	609
Biology	14	424	13	676	8	1 028
Buddhist Studies	0	2	0	8	0	12
Chemistry	9	507	12	778	5	1 373
Chinese History	4	207	7	423	9	466
Chinese Language	78	2 597	47	4 018	49	4 039
Chinese Literature	1	176	3	283	2	377
Commerce	3	148	7	139	6	277
Computer & Information Technology	5	116	4	181	6	177
Design and Technology	0	3	0	5	0	3
Design and Technology (Alternative Syllabus)	0	0	0	2	0	2
Economic and Public Affairs	0	1	0	8	0	8
Economics	16	595	31	1 290	22	1 335
Electronics and Electricity	0	0	0	1	0	0
English Language	54	1 271	56	2 006	57	2 973
French	0	0	0	1	0	1
Geography	10	414	14	620	1	582
Government and Public Affairs	0	5	0	11	0	12

	<b>2008-09 (2008 Examination)</b>		<b>2009-10 (2009 Examination)</b>		<b>2010-11 (2010 Examination)</b>	
	<b>Rechecking</b>	<b>Remarking</b>	<b>Rechecking</b>	<b>Remarking</b>	<b>Rechecking</b>	<b>Remarking</b>
Graphical Communication	0	1	0	5	0	5
History	1	242	3	366	9	546
Home Economics (Dress & Design)	0	2	0	1	0	1
Home Economics (Food, Home & Family)	1	4	0	1	0	3
Integrated Humanities	1	20	0	48	1	49
Literature in English	1	60	0	82	0	130
Mathematics	17	322	32	491	20	796
Music	0	20	0	15	2	30
Physical Education	2	5	2	13	0	9
Physics	16	687	13	815	11	1 148
Principles of Accounts	7	163	5	210	13	321
Putonghua	9	30	7	55	5	75
Religious Studies	3	272	2	345	1	356
Science and Technology	2	5	0	13	0	3
Social Studies	0	2	0	2	0	8
Technological Studies	0	0	0	3	0	2
Travel and Tourism	1	42	1	55	5	86
Visual Arts	0	54	1	102	2	121
Word Processing and Business Communication (English)	0	4	1	5	0	6
<b>Total :</b>	<b>268</b>	<b>8 764</b>	<b>274</b>	<b>13 705</b>	<b>241</b>	<b>16 970</b>
<b>ii) No. of cases with result upgraded</b>	<b>0</b>	<b>780</b>	<b>0</b>	<b>1 019</b>	<b>0</b>	<b>1 306</b>
<b>iii) Expenditure in handling appeal applications for the year</b>	<b>\$5.123 million</b>		<b>\$5.471 million</b>		<b>\$6.349 million</b>	
<b>iv) Fees refunded to applicants</b>	<b>\$0.479 million</b>		<b>\$0.593 million</b>		<b>\$0.769 million</b>	

**Table 2 – Hong Kong Advanced Level Examination**

		2008-09 (2008 Examination)		2009-10 (2009 Examination)		2010-11 (2010 Examination)	
		Rechecking	Remarking	Rechecking	Remarking	Rechecking	Remarking
<b>i) rechecking and remarking application per subject</b>							
A	Applied Mathematics	2	55	0	53	0	85
AS	Applied Mathematics	0	27	0	30	1	25
A	Biology	6	1 253	3	1 373	5	2 017
A	Business Studies	1	443	5	592	0	776
A	Chemistry	7	1 010	6	1 320	10	2 001
AS	Chemistry	0	7	0	1	0	14
A	Chinese History	4	551	2	642	2	897
AS	Chinese History	1	15	0	28	0	32
AS	Chinese Language and Culture	57	2 306	23	3 412	15	4 206
A	Chinese Literature	0	389	1	552	1	823
AS	Computer Applications	0	99	2	124	1	219
A	Computer Studies	0	11	0	19	0	17
A	Economics	6	874	7	1 279	7	1 577
AS	Economics	0	6	0	7	1	11
AS	Electronics	0	0	0	0	0	3
AS	Ethics and Religious Studies	0	13	0	66	1	106
A	Geography	5	807	5	1 028	3	1 395
A	Government and Public Affairs	0	15	0	35	2	52
AS	Government and Public Affairs	0	2	0	8	0	11
A	History	2	543	3	607	1	939

		<b>2008-09 (2008 Examination)</b>		<b>2009-10 (2009 Examination)</b>		<b>2010-11 (2010 Examination)</b>	
		<b>Rechecking</b>	<b>Remarking</b>	<b>Rechecking</b>	<b>Remarking</b>	<b>Rechecking</b>	<b>Remarking</b>
AS	History (Syllabus A)	1	17	0	27	0	27
AS	History (Syllabus B)	0	16	0	15	0	11
AS	Liberal Studies	5	162	6	300	3	386
A	Literature in English	0	22	0	43	0	59
AS	Literature in English	0	8	0	4	0	8
AS	Mathematics and Statistics	15	230	6	175	4	252
A	Physics	12	1 070	9	1 228	9	1 670
AS	Physics	0	5	0	2	0	1
A	Principles of Accounts	11	471	13	393	6	600
A	Psychology	1	72	0	102	1	141
AS	Psychology	0	6	0	3	0	7
A	Pure Mathematics	14	919	15	1 502	10	1 303
AS	Use of English	61	2 695	36	3 516	35	5 232
A	Visual Arts	0	3	0	20	0	42
AS	Visual Arts	0	1	0	0	0	0
<b>Total :</b>		<b>211</b>	<b>14 123</b>	<b>142</b>	<b>18 506</b>	<b>118</b>	<b>24 945</b>
<b>ii) No. of cases with result upgraded</b>		<b>0</b>	<b>1 432</b>	<b>3</b>	<b>2 093</b>	<b>0</b>	<b>1 614</b>
<b>iii) Expenditure in handling appeal applications for the year</b>		<b>\$7.849 million</b>		<b>\$9.173 million</b>		<b>\$11.695 million</b>	
<b>iv) Fees refunded to applicants</b>		<b>\$1.100 million</b>		<b>\$1.523 million</b>		<b>\$1.170 million</b>	

Appeal review applicationsTable 1 –Hong Kong Certificate of Education Examination

	2008-09 (2008 Examination)		2009-10 (2009 Examination)		2010-11 (2010 Examination)	
	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review	No. of cases	No. of cases with different result after appeal review
<b>a) Category</b>						
i) Processing of Examination irregularities	4	0	4	2	8	2
ii) Review on the process of rechecking and remarking	32	1	36	2	36	5
iii) Review on the marking of scripts after access to scripts	0	0	10	0	16	3
<b>b) Expenditure in handling appeal review applications for the year</b>	\$0.645 million		\$0.664 million		\$0.810 million	
<b>c) Fees refunded to applicants</b>	\$660		\$2,900		\$7,250	

**Table 2 – Hong Kong Advanced Level Examination**

	<b>2008-09 (2008 Examination)</b>		<b>2009-10 (2009 Examination)</b>		<b>2010-11 (2010 Examination)</b>	
	<b>No. of cases</b>	<b>No. of cases with different result after appeal review</b>	<b>No. of cases</b>	<b>No. of cases with different result after appeal review</b>	<b>No. of cases</b>	<b>No. of cases with different result after appeal review</b>
<b>a) Category</b>						
i) Processing of Examination irregularities	4	0	0	0	7	0
ii) Review on the process of rechecking and remarking	18	2	31	0	14	0
iii) Review on the marking of scripts after access to scripts	0	0	6	0	16	1
<b>b) Expenditure in handling appeal review applications for the year</b>	<b>\$0.578 million</b>		<b>\$0.595 million</b>		<b>\$0.787 million</b>	
<b>c) Fees refunded to applicants</b>	<b>\$1,320</b>		<b>\$0</b>		<b>\$725</b>	



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB177**

Question Serial No.

3812

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

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give a breakdown of the expenditure on the Direct Subsidy Scheme, English Schools Foundation junior schools, English Schools Foundation secondary schools, miscellaneous educational services and Vocational Training Council in 2009-10, 2010-11 and 2011-12, and explain the changes.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The financial provisions under Subhead 000 Operational expenses for the Direct Subsidy Scheme (DSS), English Schools Foundation (ESF) junior schools, ESF secondary schools, miscellaneous educational services and Vocational Training Council (VTC) in 2009-10, 2010-11 and 2011-12 as well as the reasons for the major changes are provided in the **Annex**.

Signature \_\_\_\_\_  
Name in block letters      Mrs Cherry TSE  
Post Title      Permanent Secretary for Education  
Date      15 March 2011

Financial provisions

	<b>2009-10 Actual \$ million</b>	<b>2010-11 Revised Estimate \$ million</b>	<b>Change over 2009-10 \$ million</b>	<b>2011-12 Estimate \$ million</b>	<b>Change over 2010-11 Revised Estimate \$ million</b>
<b>DSS</b>					
DSS subsidy	2,334.5	2,507.7	+173.2	2,831.9	+324.2
Rates and government rent	30.3	43.6	+13.3	46.5	+2.9
Others	39.3	50.2	+10.9	64.9	+14.7
	<b>2,404.1</b>	<b>2,601.5</b>	<b>+197.4</b>	<b>2,943.3</b>	<b>+341.8</b>
<b>ESF junior schools</b>					
Basic and Hardship Grants	111.0	111.0	–	111.0	–
Rates and government rent	3.1	2.8	– 0.3	3.3	+0.5
Others	2.1	2.1	–	2.1	–
	<b>116.2</b>	<b>115.9</b>	<b>– 0.3</b>	<b>116.4</b>	<b>+0.5</b>
<b>ESF secondary schools</b>					
Basic and Hardship Grants	160.3	160.3	–	160.3	–
Rates and government rent	4.5	5.2	+0.7	6.0	+0.8
Others	2.6	3.3	+0.7	3.3	–
	<b>167.4</b>	<b>168.8</b>	<b>+1.4</b>	<b>169.6</b>	<b>+0.8</b>
<b>Miscellaneous educational services</b>					
Educational support for students and schools	91.5	158.0	+66.5	174.0	+16.0
Subsidies to educational bodies	65.8	62.5	– 3.3	75.4	+12.9
Home-school co-operation	13.8	21.1	+7.3	21.7	+0.6
Others	0.4	0.5	+0.1	0.6	+0.1
	<b>171.5</b>	<b>242.1</b>	<b>+70.6</b>	<b>271.7</b>	<b>+29.6</b>
<b>VTC*</b>	<b>1,704.1</b>	<b>1,669.3</b>	<b>-34.8</b>	<b>1,695.8</b>	<b>+26.5</b>

\* No breakdown of provision to VTC as recurrent subvention is provided to it in the form of an annual block grant.

Reasons for major changes

**DSS**

- (a) The increase of \$197.4 million (8.2%) in 2010-11 revised estimate over the 2009-10 actual expenditure is mainly due to increase in DSS unit subsidy rates.
- (b) The increase of \$341.8 million (13.1%) in 2011-12 estimate over the 2010-11 revised estimate is mainly due to additional school places and estimated increase in DSS unit subsidy rates.

**ESF junior and secondary schools**

- (c) The increase of \$1.1 million (0.4%) in 2010-11 revised estimate over the 2009-10 actual expenditure is mainly due to the increased requirements for rates and government rent.
- (d) The increase of \$1.3 million (0.5%) in 2011-12 estimate over the 2010-11 revised estimate is due to the increased requirements for rates and government rent.

**Miscellaneous educational services**

- (e) The increase of \$70.6 million (41.2%) in 2010-11 revised estimate over the 2009-10 actual expenditure is mainly due to the increased provision for school-based after-school learning and support programmes for non-governmental organisations and home-school co-operation activities.
- (f) The increase of \$29.6 million (12.2%) in 2011-12 estimate over the 2010-11 revised estimate is mainly due to the increased provision for school-based after-school learning and support programmes for non-governmental organisations and Educational Programme for Rehabilitating Young Drug Abusers.

**VTC**

- (g) The decrease of \$34.8 million (2.0%) in 2010-11 revised estimate over the 2009-10 actual expenditure is mainly due to the completion of the one-off funding for enhancing employability in 2009-10, which is partly offset by the 2010 civil service pay adjustment and provision for new initiatives, including additional higher diploma places and modules for its students.
- (h) The increase of \$26.5 million (1.6%) in 2011-12 estimate as compared with the 2010-11 revised estimate is mainly due to increased provision for additional higher diploma places and modules for its students.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB178**

Question Serial No.

0879

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

If three-year free pre-primary education is to be implemented in Hong Kong, what will be the estimated expenditure?

Asked by : Hon. LEUNG Mei-fun, Priscilla

Reply :

At present, there is a wide range of school fees, teacher qualifications, standards of premises and foci of services within the pre-primary education sector and this makes an estimation of the expenditure of three-year free pre-primary education fraught with difficulties. What is more important, however, is that the Administration considers it prudent to build on what the Pre-primary Education Voucher Scheme (PEVS) has achieved, having regard to the vitality and diversity of the kindergarten education system as well as the enhanced parental choice and quality assurance that the PEVS has brought about.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB179**

Question Serial No.

0880

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 the past five years, among the school-age population of age 3-6, what was the percentage of children attending kindergartens?

Asked by : Hon. LEUNG Mei-fun, Priscilla

Reply :

The gross enrolment ratios (GER) of participation in kindergarten (KG) education from the 2005/06 school year to the 2009/10 school year are tabulated as follows:

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
GER	97.0	96.3	96.7	99.6	100.6

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 kindergarten level refers to children of 3-5. In Hong Kong, children reaching the age of 6 normally attend primary school.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB180**

Question Serial No.

3820

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 :

1. Regarding the measures for supporting the local construction industry, will the Administration inform the Committee of:
  - (a) the amount of expenditure of the Vocational training Council involved in training programmes for construction personnel, and the number of new entrants that the programmes have brought to the industry, in the past three years (2008-09, 2009-10 and 2010-11)?

Asked by : Hon. LEUNG Mei-fun, Priscilla

Reply :

There were 319 and 496 graduates from the Vocational Training Council's full-time higher diploma / diploma programmes in the Construction discipline in the 2008/09 and 2009/10 academic years respectively. There are 884 full-time final year students in the discipline in the 2010/11 academic year. Related expenditure incurred was about \$130 million, \$174 million and \$189 million for the 2008/09, 2009/10 and 2010/11 academic years respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB181**

Question Serial No.

3821

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the expenditure of the Education Bureau under "Head 156", what are the respective amounts approved under the Language Fund and the Quality Education Fund of the Education Bureau in the past three years (i.e. 2008-09, 2009-10 and 2010-11)? What is the estimated number of beneficiaries?

Asked by : Hon. LEUNG Mei-fun, Priscilla

Reply :

The expenditures approved under the Language Fund (LF) and the Quality Education Fund (QEF) and the estimated number of beneficiaries in the past three years are tabulated below:

(A) LF

Financial Year	Expenditure (\$ million)	Estimated no. of beneficiaries <sup>1</sup>	
		Total number of schools	Total number of individuals
2008-09	\$295.2	2 294	320 462
2009-10	\$251.4	2 155	309 278
2010-11 <sup>2</sup>	\$313.3	2 133	310 441

(B) QEF

Financial Year	Expenditure (\$ million)	Estimated no. of beneficiaries <sup>1</sup>
2008-09	\$126.1	489 700
2009-10	\$120.1	466 400
2010-11 <sup>2</sup>	\$54.7	212 400

Note 1: Different LF and QEF projects have different objectives, coverage and approaches. The beneficiary groups also differ from project to project and may cover schools, students, teachers, parents, etc.

Note 2: The information for LF is up to February 2011. QEF adopts a year-round mode of application. The information for 2010-11 includes those approved projects up to December 2010.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011





District-based school networking, which aims to share good practices and teaching resources developed for use of teachers and parents, is established through the Resource Schools on Whole School Approach (RS-WSA) and Special Schools cum Resources Centres (SSRC). The networking activities cover district-based seminars and workshops and are conducted on a need basis by individual RS-WSA and SSRC. They organised over 50 seminars and workshops in the 2009/10 school year.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2011 _____

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

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2010/11 school year (estimated expenditure) (\$ million)</b>
(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.	172.8
	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.	138.2
	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	10.6
	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.	0.9
	Resource Primary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.9

	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	23.3
	Enhanced Speech Therapy Service	Participating schools are provided with a cash grant for employing their own speech therapists or procuring school-based speech therapy services to support students with speech and language impairments.	41.6
	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.	5.2
(3) Secondary Education	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	6.6
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	322.7

	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
	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.	0.7
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	97.5
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	11.7
(4) Special Education	Resource Support Programme for Visually Impaired Integrators	The participating special school is provided with additional resource teachers and braillists for offering support services to students with visual impairment in mainstream schools.	8.5
	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
	Enhanced Support Service for Hearing Impaired Integrators	Participating special schools are provided with additional resource teachers and a recurrent grant to offer comprehensive support services to students with hearing impairment in mainstream schools.	5.0
(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.	76.4

(7) Policy and Support	Professional Development Schools	Participating special schools are provided with a cash grant to enable them to offer school-based support for mainstream schools in catering for students with special educational needs.	0.3
Total:			928.5

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB183**

Question Serial No.

1084

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) What were the number of beneficiaries and main target participants (i.e. students on Comprehensive Social Security Assistance and full-grant students) of the school-based after-school learning and support programmes respectively in 2010-11?
- (b) Has the Government compiled statistics on the nature of extra-curricular activities organised by each school and voluntary organisation as well as the number of participants?
- (c) What is the progress of the study on extra-curricular activities in respect of the basic and general learning needs of students conducted by the Government?

Asked by : Hon. LEUNG Yiu-chung

Reply :

- (a) The provision of the School-based After-school Learning and Support Programmes is apportioned into the school-based grant and the community-based project grant for schools and non-governmental organisations (NGOs) respectively to organise after-school activities for students from families in receipt of the Comprehensive Social Security Assistance (CSSA) or recipients of full grant under the Student Financial Assistance Scheme (SFAS).

Among the 163 100 eligible students approved under the school-based grant in the 2010/11 school year, about 89 100 (55%) are students from families in receipt of the CSSA and about 74 000 (45%) are recipients of full grant under the SFAS. When recruiting students for the activities funded by the school-based grant, schools have the discretion to offer no more than 10% of the places of each activity to needy students not in receipt of CSSA or full grant under the SFAS. To avoid any labeling effect on participating students, schools do not identify them by the categories of CSSA, SFAS or discretionary quota for other needy students. In respect of the 68 610 eligible students approved under the community-based project grant, about 33 510 (49%) are students from families in receipt of the CSSA and 30 160 (44%) are SFAS full grant recipients. As reported by the NGOs in their evaluation reports on the activities organised, about 4 940 students (7%) are other needy students who have participated in the activities under similar discretionary quota given to NGOs.

- (b) The types of activities and number of participating students (in terms of man-times) under the school-based grant and community-based project grant of the School-based After-school Learning and Support Programmes in the 2010/11 school year are at Annex.
- (c) The provision of the School-based After-school Learning and Support Programmes serves to support the overall Life-wide learning (LWL) strategy that aims to cultivate student learning beyond the classrooms in other learning contexts. Since the introduction of the Curriculum Reform in 2002, primary and secondary schools have built on existing practices to implement various modes of Life-wide Learning activities outside the classrooms or schools, which include museum visits, educational trips or camps, and to enrich, extend and enable students' classroom learning, in the light of whole person development. These activities take place either during or outside normal lesson time. The effectiveness of the overall Life-wide Learning strategy is regularly reviewed by the Education Bureau. So far, the findings reveal that both primary and secondary schools have developed school-based Life-wide Learning programmes flexibly to suit the needs of their students and the contexts of schools.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 16 March 2011 \_\_\_\_\_



**Types of Activities and Number of Participating Students (in terms of man-times) under the School-based After-school Learning and Support Programmes in the 2010/11 school year**

Type of activities	No. of participating students (in terms of man-times)	
	School-based Grant (Note 1)	Community-based Project Grant (Note 2)
Tutorial service	19 200	27 990
Learning skills training	14 340	6 770
Language training	11 600	1 960
Art & cultural activities	18 600	40 660
Sports activities	12 070	10 210
Development of self-confidence	6 320	9 270
Social & communication skills training	5 390	5 120
Volunteer service	3 470	4 370
Leadership training	4 740	4 490
Adventure activities	5 590	7 720
Visits & outdoor activities	23 370	25 180
Total	124 690	143 740

Note :

1. Figures are based on the report from 563 schools with 78 130 participating students. The remaining 286 schools have yet to report the details.
2. The total number of participating target students under the community-based project grant is 68 610.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB185**

Question Serial No.

1110

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 :

As mentioned in paragraph 133 of the Speech on the Appropriation Bill of the Budget, the Administration has earmarked \$110 million to launch a 3-year pilot programme in primary schools to provide after-school homework guidance for students from low-income families. It is planned that primary schools with a larger number of students receiving Comprehensive Social Security Assistance and Textbook and Stationery Grants will be selected by the Education Bureau to join the programme, and five tertiary institutions operating educational courses will be co-ordinating a total of 4 000 teacher trainees to provide after-school homework guidance in a group setting for thousands of needy primary students in the territory. In this connection, will the Administration advise on the estimated number of primary schools and the average number of students in each school to be selected, as well as the average tutor/student ratio in each homework guidance group?

Asked by : Hon. LAU Sau-shing, Patrick

Reply :

In the 2011-12 Budget, the Financial Secretary has earmarked \$110 million to launch a three-year pilot programme to provide after-school homework guidance for primary students with financial and academic needs. The Education Bureau will consult relevant stakeholders such as the local tertiary institutions and schools on the implementation of the scheme.

Our initial plan is to collaborate with local tertiary institutions to encourage and enlist tertiary students, especially those students in full-time pre-service teacher training programmes and are interested in joining the teaching profession, as tutors. We also encourage institutions to provide training for potential tutors to enhance the effectiveness in the delivery of tutorial service. The pilot programme will target at primary schools with a high concentration of students receiving Comprehensive Social Security Assistance or full grant from the Student Financial Assistance Agency. Participating schools will be asked to invite students with financial and academic needs to join the programme. Tutors will provide after-school homework guidance in small groups at the primary schools. Tutors will receive allowances for their services.

This pilot programme complements other prevailing projects offering after-school support. This programme is also unique in achieving dual purposes for the benefit of not only the

financially and academically needy students but also the tutors. To the students, the programme will help them strengthen the effectiveness of their learning and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance, etc) in consultation with relevant stakeholders. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2011 _____

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB186**

Question Serial No.

1111

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) Although an hourly wage of \$250 is used to estimate the cost of providing after-school homework guidance, tertiary institutions may deduct up to 10% of the wage as administration fee. Will the Administration advise on the actual hourly wage of each tutor and whether senior undergraduates will be given priority in employment? Will there be a selection mechanism at both the tertiary institution and primary school levels to identify the most suitable tertiary students to join the programme, ensuring that participating primary students will receive proper guidance?
- b) Will the Administration allow participating primary schools to employ serving teachers as tutors of after-school tutorial classes, in case suitable tutors cannot be identified from among the tertiary students joining the programme?

Asked by : Hon. LAU Sau-shing, Patrick

Reply :

In the 2011-12 Budget, the Financial Secretary has earmarked \$110 million to launch a three-year pilot programme to provide after-school homework guidance for primary students with financial and academic needs. The Education Bureau will consult relevant stakeholders such as the local tertiary institutions and schools on the implementation of the scheme.

Our initial plan is to collaborate with local tertiary institutions to encourage and enlist tertiary students, especially those students in full-time pre-service teacher training programmes and are interested in joining the teaching profession, as tutors. We also encourage institutions to provide training for potential tutors to enhance the effectiveness in the delivery of tutorial service. The pilot programme will target at primary schools with a high concentration of students receiving Comprehensive Social Security Assistance or full grant from the Student Financial Assistance Agency. Participating schools will be asked to invite students with financial and academic needs to join the programme. Tutors will provide after-school homework guidance in small groups at the primary schools. Tutors will receive allowances for their services.

This pilot programme complements other prevailing projects offering after-school support. This programme is also unique in achieving dual purposes for the benefit of not only the

financially and academically needy students but also the tutors. To the students, the programme will help them strengthen the effectiveness of their learning and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students. We do not intend to engage serving teachers as tutors for the programme.

The proposed budget of \$110 million includes allowances for tutors and possible administrative costs to be incurred by the institutions in administering the programme. We will set the allowance level for tutors having regard to the cost of similar programmes offered by other organisations. For budgetary purpose, we have assumed the cost of tutorials, inclusive of administrative costs, to be around \$250 per hour.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance, etc) in consultation with relevant stakeholders. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB188**

Question Serial No.

1511

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 :

Regarding cross-boundary school bus services, please advise on:

- (a) the number of quotas for cross-boundary school buses at each control point;
- (b) the number of northbound trips at each control point; and
- (c) the distribution of the newly obtained 65 special quotas among the control points.

Asked by : Hon. CHEUNG Hok-ming

Reply :

- (a) In the 2010/11 school year, the number of special quotas used by cross-boundary school buses crossing various land boundary control points is as follows:

Control Point	Number of Special Quotas
Shenzhen Bay	25
Lok Ma Chau (Huanggang)	6
Man Kam To	10
Sha Tau Kok	7

- (b) In the 2010/11 school year, the number of daily northbound trips\* crossing various land boundary control points is as follows:

Control Point	Daily Northbound Trip *
Shenzhen Bay	31
Lok Ma Chau (Huanggang)	9
Man Kam To	10
Sha Tau Kok	7

\* The number includes the 48 special quotas and the nine additional northbound trips.

- (c) In the 2010/11 school year, the Administration agreed with the relevant Guangdong authorities to issue 65 special quotas and 30 additional northbound trips for cross-boundary school buses. 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. At present, there are still surplus special quotas available for all land boundary control points except Man Kam To due to its limited handling capacity.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB189**

Question Serial No.

1788

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 :

As mentioned in paragraph 133 of the 2011 Budget Speech, the Financial Secretary pledged to earmark \$110 million to launch a three year After-school Homework Guidance pilot programme in primary schools to provide after-school homework guidance for students from low-income families. In this connection, will the Government provide details of the estimated number of low-income families with primary students to be covered, and whether the interested families will have to be subject to a means test, if so, of the details? Will the Government consider extending the Programme to Secondary students from low-income families, if so, of the details, including the estimated additional cost incurred, if not, the reasons for that?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

In the 2011-12 Budget, the Financial Secretary has earmarked \$110 million to launch a three-year pilot programme to provide after-school homework guidance for primary students with financial and academic needs. The Education Bureau will consult relevant stakeholders such as the local tertiary institutions and schools on the implementation of the scheme.

Our initial plan is to collaborate with local tertiary institutions to encourage and enlist tertiary students, especially those students in full-time pre-service teacher training programmes and are interested in joining the teaching profession, as tutors. We also encourage institutions to provide training for potential tutors to enhance the effectiveness in the delivery of tutorial service. The pilot programme will target at primary schools with a high concentration of students receiving Comprehensive Social Security Assistance or full grant from the Student Financial Assistance Agency. Participating schools will be asked to invite students with financial and academic needs to join the programme. We do not intend to subject the participating students to a separate means test. Tutors will provide after-school homework guidance in small groups at the primary schools. Tutors will receive allowances for their services. This programme is run on a pilot basis. Noting the general correlation between socio-economic status and academic achievement, and since primary schooling lays the foundation of future learning, we therefore favour focusing the pilot project on primary students from needy families.

This pilot programme complements other prevailing projects offering after-school support. This programme is also unique in achieving dual purposes for the benefit of not only the financially and academically needy students but also the tutors. To the students, the programme will help them strengthen the effectiveness of their learning and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance, etc) in consultation with relevant stakeholders. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2011 _____



programme will help them strengthen the effectiveness of their learning and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance, etc) in consultation with relevant stakeholders. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2011 _____



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

**EDB192**

Question Serial No.

1791

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 :

Under "Matters Requiring Special Attention in 2011-12", the Government will launch a three-year pilot scheme to develop major support strategies for improving autistic students' communication, emotion management and learning skills. In this connection, will the Government provide details of the major support strategies? Will the Government provide details of the total estimated costs for the implementation of the strategies and the respective estimated numbers of primary and secondary students to be covered in the scheme?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise (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, the Education Bureau will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover around 40% of the students with ASD in primary and secondary schools, which means around 800 primary and 300 secondary school students. For part (b) of the project, about thirty primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and the service providers.

The estimated expenditure for the three-year pilot project is \$38 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB193**

Question Serial No.

1792

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 :

Under "Indicators", it is estimated that there will be 35 schools participating in Collaborative Research and Development ("Seed") Projects on curriculum development compared to 53 schools in the 2009/10 school year. In this connection, will the Government provide the reasons for the dwindling number of schools participating in "Seed" projects on curriculum developments, and whether the Government has considered any measures to increase the schools' participation rate in the projects, if so, of the details; and will the government provide details of the financial support given to the participating schools from the 2009/10 school year?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

To support the improvement of learning and teaching in schools, the Curriculum Development Institute of 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 expenditure of the Collaborative Research and Development ("Seed") Projects is primarily on the salaries of 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 expenditure in the 2009/10 school year is \$23.5 million, while the estimated expenditures in the 2010/11 school year and the 2011/12 school year are \$17 million and \$21 million respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB194**

Question Serial No.

1793

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 :

Under "Matters Requiring Special Attention in 2011-12", the Government will "continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure". In this connection, will the Government provide details of the related expenditure and staff establishment in 2011-12 and the comparison with those in 2010-11? Will the Government inform the Committee whether it will provide more resources to the schools for procuring electronic resource materials in order to facilitate the development of electronic teaching and learning in Hong Kong; if so, of the details?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

The estimated expenditures for teacher training and development of resource materials in support of the implementation of the new senior secondary (NSS) academic structure in 2011-12 are about \$28.5 million and \$2.7 million respectively. For 2010-11, the expenditures are about \$30.7 million and \$6.8 million respectively. Compared with those in 2010-11, estimates for 2011-12 are lower because a large number of teacher training programmes have been provided during the last few years, and the major resource materials for NSS have been developed to help teachers implement the NSS curriculum. With implementation of the NSS curriculum since September 2009, there is comparatively less need for teacher training and resource materials in 2011-12.

Apart from some commissioned projects on teacher training and resource development that are funded by the above-mentioned expenditures, the manpower requirements for teacher training and resources development will be absorbed by the staff establishment of the Education Bureau.

The Government has disbursed a \$50 million one-off grant to public sector schools for procuring electronic resources to facilitate learning and teaching in 2010-11.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB195**

Question Serial No.

1794

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under “indicators”, it is estimated that there will be 8 200 students with special education needs in 2011/12, compared to 8 000 in 2009/10 and 7 700 in 2010/11 due to the extension of years of study for these students. However, the number of special schools is kept at 60 from 2009/10 to now. In this connection, will the Government consider the possibility of increasing the number of special schools for the growing number of students with special education needs, if yes, of the details, if not, the reasons for that? In light of an increase in the number of students with special education needs, will the Government inform the Committee of the measures it has taken to increase the teaching and learning effectiveness in special schools?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

The projected increase in the number of students in special schools in the 2011/12 school year is due to the additional Secondary 6 classes upon full implementation of the new senior secondary (NSS) academic structure and the enhanced arrangements for extension of years of study for special school students. To meet the increase in demand, we have been conducting conversion works for special schools requiring additional classrooms or special rooms. We will also assess the need to build new schools.

The Education Bureau has been providing various professional support for special schools to help them enhance their learning and teaching effectiveness. Apart from structured courses provided under the five-year teacher professional development framework on special educational needs, we also organise thematic training programmes, professional sharing activities, workshops and seminars, and work jointly with tertiary institutions to deliver professional development programmes for special school teachers. For the implementation of the NSS curriculum in special schools, we enrich the curriculum materials, strengthen the professional development programmes for enhancing teachers' subject knowledge and pedagogy, develop resource materials to support learning and teaching and launch the "Collaborative Research and Development Projects" for dissemination of good practices.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 14 March 2011 _____

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB196**

Question Serial No.

1795

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 2011-12", 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 Government inform the Committee:

- (a) (i) of the additional manpower and expenditure actually incurred in 2010-11 compared to that in 2009-10,  
(ii) of the estimated additional resources to be injected in 2011-12 on top of (a); and
- (b) whether it has a timetable for reducing the class size of all types of special schools, if yes, of the details, if no, the reasons for that?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

- (a) To enhance the learning and teaching support for aided special schools for students with mild intellectual disability, the Education Bureau has reduced the class size of these schools from 20 to 15 students per class starting from Primary 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.
  - (i) For the 2010/11 school year, as compared with the 2009/10 school year, the estimated additional recurrent expenditure for implementing this improvement measure is around \$3.4 million, and about three additional teaching posts have been created in these schools on top of the posts created in the previous year.
  - (ii) For the 2011/12 school year, as compared with the 2010/11 school year, the estimated additional recurrent expenditure is around \$8.2 million, and about nine more teaching posts will be created in these schools on top of the posts created in the previous two years.

- (b) Having taken a holistic look at both the provisions for students in special schools and the various competing needs and priorities in the education sector, we have no plan to further reduce the class size of special schools, other than those mentioned in part (a) of this reply.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 14 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB197**

Question Serial No.

1796

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 :

Under "Matters Requiring Special Attention in 2011-12", the Government will develop learning and teaching resource packages and an assessment bank for promoting Basic Law Education at senior primary and junior secondary levels. In this connection, will the Government provide details of the resource packages and the assessment bank? In enhancing the learning and teaching effectiveness of Basic Law, what promotional and publicity measures will the Government take for implementing Basic Law education in campus; and whether the Government has provided any training courses to teachers on teaching of Basic Law; and if yes, the details?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

The Education Bureau (EDB) will produce learning and teaching resource packages and an assessment bank for promoting Basic Law education at senior primary and junior secondary levels to enhance students' understanding of the Basic Law and "One Country, Two Systems". The contents of the resource packages will be designed according to the learning stages of the students, and can be incorporated by teachers in relevant learning and teaching contexts. There will be 16 and 13 units in the resource packages for senior primary and junior secondary levels respectively.

For the assessment bank, two sets of questions will be separately designed for senior primary and junior secondary levels. Schools may make use of the assessment bank to generate questions for students to attempt online or for internal assessment purposes. At the junior secondary level, the questions are further divided into the Basic and Challenge levels.

To promote the use of the resource packages and assessment bank, EDB will issue circulars and disseminate posters to inform schools of these resource materials. EDB will also organise seminars and workshops for teachers in the coming months. These professional development programmes will not only enhance teachers' knowledge of the Basic Law, but also their skills in using the resource materials to promote Basic Law education in schools.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB198**

Question Serial No.

1797

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 "Matters Requiring Special Attention in 2011-12", the Government will launch a pilot exercise in some public sector schools to strengthen schools' internal administration management and further reduce teachers' administrative work. In this connection, will the Government provide details of the schools, including the names, the districts of the schools, the current ratio of teaching and clerical staff? What measures will the Government take to further reduce teachers' administrative work? Please provide details of the additional manpower and resources reserved for this pilot exercise.

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

We will launch the pilot exercise in about 20 to 30 public sector schools in 2011-12. Participating schools will be provided with resources for employing additional administrative staff to assist in devising mechanisms for strengthening schools' internal control and management of personnel, financial and administrative matters. Training and advice apt to the context of the schools in question will be provided to the school management as well as the administrative staff. Exemplary practices will also be identified for sharing among schools. With better streamlining of procedures and more effective management of school administration, teachers of the participating schools would be further relieved of their administrative workload.

The pilot is planned to last for about one and a half school years and the estimated expenditure for the implementation of the pilot is about \$12 million. Details of the pilot including the selection of pilot schools and use of funding etc are being worked out.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB199**

Question Serial No.

1798

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 2011-12”, the Vocational Training Council will expand career development advisory and support services to students and graduates. In this connection, will the Government provide details of the expanded services compared to the services provided in 2010-11? Will the Government inform the Committee whether it has conducted a review on the effectiveness of these services provided to students and graduates, if yes, of the details, if no, when will the coming review be conducted? Will the Government also provide details of the estimated additional expenditure in manpower and resources incurred with the expanded services in 2011-12?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

In the 2010/11 academic year, the Vocational Training Council (VTC) provides a wide range of career advisory and support services, including a Job Information System, a dedicated career web platform, career advisory training and personalised career clinics, to its students and graduates. These services will be reinforced and the career web platform would be further developed into a more interactive career portal in the 2011/12 academic year.

The VTC has conducted surveys to gauge feedback and reviewed the effectiveness of the services. Students’ feedback demonstrated that these career advisory and support services had been well received. For instance, most of the participants agreed that students’ awareness of workplace skills had been enhanced. Almost all participants in the personalised career clinics considered that they had benefited from the activities which helped improve their career planning techniques, self-confidence and job search skills.

The total recurrent expenditure for the career advisory and support services is about \$8 million each in the 2010/11 and 2011/12 academic years. Non-recurrent expenditure of about \$1.7 million and \$3 million will also be expended in the 2010/11 and 2011/12 academic years respectively to enhance the Job Information System.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 11 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB200**

Question Serial No.

2634

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under "Analysis of Financial and Staffing Provision", the financial provision for other educational services and subsidies for 2011-12 is \$281.9 million (9.2%) higher than the revised estimate for 2010-11 due to increased provision for Pre-primary Education Voucher Scheme. There will be an increase of five posts in 2011-12. In this connection, will the Government provide details of the posts, with the breakdown in the number of civil service and non-civil service posts; job titles; ranks; and the salary of each post created?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

The additional five posts are civil service posts to be created for the purpose of enhancing support measures for students with special educational needs in ordinary secondary schools and strengthening education services for rehabilitating young drug abusers.

The breakdown of the above posts by rank and mid-point salary is as follows -

<u>Rank</u>	<u>No. of posts to be created</u>	<u>Mid-point Salary per post</u>
Inspector (Graduate)	4	\$55,640
Clerical Assistant	1	\$12,380
<b>Total:</b>	<b>5</b>	

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB201

Question Serial No.

1899

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 :

It is estimated that the student/teacher ratio in public sector secondary schools will drop from 15.4:1 in the 2010/11 school year to 14.9:1 in the 2011/12 school year. In this connection, please provide the following information:

- a. the student/teacher ratios of secondary schools by district and band in tabular form; and
- b. whether the Administration has any measures to ensure that all secondary schools will achieve the student/teacher ratio of 14.9:1 in the 2011/12 school year. If it has, what are the details? If it has not, what are the reasons?

Asked by : Hon. CHEUNG Kwok-che

Reply :

- a. The estimated student/teacher ratio for public sector secondary schools is a territory-wide statistical figure making reference to the latest total student enrolment and the latest number of teachers in all public sector secondary schools. The statistical estimation is computed at an aggregate level. The Education Bureau has no readily available student/teacher ratios by district. Furthermore, secondary schools admit students of different banding and each class may compose of students of different banding. Normally, teachers are deployed to teach different classes at different levels. Thus, it is impossible for the Education Bureau to compute the student/teacher ratios by band.
- b. Given its statistical nature, the actual student/teacher ratios of individual schools are inevitably different from the territory-wide average figure because even schools with the same number of classes may have different student enrolments and different numbers of teachers employed with grants and/or other provisions under different initiatives. The variation is also due to school-based decisions on the utilisation of various grants provided to the school.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB202

Question Serial No.

1900

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 number of special school students will increase by 500 in the 2011/12 school year as a result of “the extension of years of study due to various valid reasons”. What are the “various valid reasons” in detail?

Asked by : Hon. CHEUNG Kwok-che

Reply :

It is a norm that students complete their primary and secondary education under the respective academic structures. There are, however, special circumstances where individual students may need to extend their years of study due to various valid reasons. In consultation with the special school sector, parents and other stakeholders, the Education Bureau has identified the following as valid reasons for extension of years of study:

- (i) Frequent absence from school -  
Absence from school for more than one-third of the total school days in a school year due to reasons such as illnesses, surgery, representing Hong Kong in competitions and attending group training, etc.;
- (ii) Major disruptions in learning -  
Though present at school, the students have experienced major disruptions in learning due to severe emotional problems, the need for therapeutic treatments, or drug influence, etc.; or
- (iii) Serious adaptation problems -  
These include serious adaptation problems faced by newly arrived children and non-Chinese speaking students due to their learning backgrounds and language environments, etc.

We reckon that these valid reasons cover most of the situations in which students may need to extend their years of study. However, a small number of students may wish to extend their years of study under special circumstances not covered by the above. Schools may consider such cases on individual merits and subject to availability of pre-set quotas provided for the purpose, allow individual students to extend their years of study after taking into account a basket of factors.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 14 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB203**

Question Serial No.

1901

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

Programme : (4) Special Education  
(5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The ratio of teachers in special schools with special education training qualification will remain at 73.9% in 2011/12 without any changes as compared with that in 2010/11. Does the Administration have any policies to increase the ratio of teachers in special schools with special education training qualification? If so, what are the details? If not, what are the reasons?

Asked by : Hon. CHEUNG Kwok-che

Reply :

The Education Bureau is committed to enhancing the capacity of special school teachers in supporting their students. We provide structured courses under the five-year teacher professional development framework on special educational needs launched in the 2007/08 school year. To promote participation in such courses, we provide supply teachers for schools to facilitate their release of teachers. We also organise thematic training programmes, professional sharing activities, workshops and seminars, and work jointly with tertiary institutions to deliver professional development programmes for special school teachers to enhance their professional knowledge on special education.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB204**

Question Serial No.

1902

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The wastage rate of teachers in special schools has been consistently higher than that in government and aided primary schools. The former has remained a high rate of 7.7%-8.0% from 2009/10 to 2011/12 (estimated) as compared with a rate between 4.9%-6.2% for the latter in the corresponding period. Does the Administration have any measures to reduce the wastage rate of teachers in special schools? If yes, what are the details? If no, what are the reasons?

Asked by : Hon. CHEUNG Kwok-che

Reply :

The wastage rate of teachers in special schools had decreased from 9.8% in the 2007/08 school year to 8.1% in the 2008/09 school year and further to 7.8% in the 2009/10 school year. Analysis for the 2009/10 school year shows that the teachers left the special school sector due to retirement, transfer to mainstream schools, or other reasons.

The Government has all along provided support to help teachers in special schools build up their capacity and enhance their sense of achievement. We have further strengthened teacher training under a teacher professional development framework on special educational needs for five years starting from the 2007/08 school year. We also organise thematic training programmes, professional sharing activities, workshops and seminars, and work jointly with tertiary institutions to deliver professional development programmes for special school teachers. In recognition of the need for greater individual attention to students, the student-to-teacher ratio for special schools is better than those for aided primary and secondary schools. In the 2009/10 school year, the ratio for special schools is 5.5 to 1, as compared with 15.7 to 1 and 16.2 to 1 for aided primary and secondary schools respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB205**

Head : 156 Government Secretariat:  
Education Bureau

Subhead (No. & title) :

Question Serial No.

1903

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The number of special schools participating in the collaborative research and development projects on curriculum development has been decreasing. The number has decreased from 23 in the 2009/10 school year to 18 in the 2010/11 school year. It is estimated that the number will further decrease to 15 in the 2011/12 school year. What are the reasons?

Asked by : Hon. CHEUNG Kwok-che

Reply :

To support the improvement of learning and teaching in schools, the Curriculum Development Institute of 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.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB206

Question Serial No.

1904

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

Programme : (5) Others Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In paragraph 135 of the Budget Speech, the Financial Secretary proposed to allocate \$100 million to launch a 5-year Mainland experience scheme for post-secondary students. Please provide the following information:

- a) How will the Administration use the provision of \$100 million (please provide a breakdown of the items of expenditure and the estimated amounts)?
- b) What is the rationale for capping the subsidy for each student at \$3,000?
- c) What are the eligibility criteria for the scheme?

Asked by : Hon. CHEUNG Kwok-che

Reply :

To encourage young people to see for themselves and learn more about our country's latest development, we propose to allocate \$100 million to launch a 5-year pilot scheme to subsidise local post-secondary students to participate in short-term internship or learning programmes in the Mainland, including visits, exchanges or voluntary services. The aim of the scheme is to enhance students' understanding of the prevailing social, economic and cultural landscapes of our country.

Publicly-funded and self-financing institutions providing full-time post-secondary programmes are eligible to participate in the scheme. Funding will be allocated to institutions on a matching basis. Institutions will submit project proposals and reports under the scheme. Government subsidy for each student is capped at \$3,000. This amount is set with reference to the fee level of the short-term programmes of similar nature organised by institutions. Institutions or individual students may supplement.

The Administration is working out the details of the scheme and will consult institutions concerned and the Legislative Council in due course.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB207**

Question Serial No.

1906

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 :

It is estimated that the student/teacher ratio in government and aided primary schools will drop from 15.2:1 in the 2010/11 school year to 14.9:1 in the 2011/12 school year. In this connection, please provide the following information:

- a. the student/teacher ratios of primary schools by district and band in tabular form; and
- b. whether the Administration has any measures to ensure that all primary schools will achieve the student/teacher ratio of 14.9:1 in the 2011/12 school year. If it has, what are the details? If it has not, what are the reasons?

Asked by : Hon. CHEUNG Kwok-che

Reply :

- a. The estimated student/teacher ratio for government and aided primary schools is a territory-wide statistical figure making reference to the latest total student enrolment and the latest number of teachers in all public sector primary schools. The statistical estimation is computed at an aggregate level. The Education Bureau has no readily available student/teacher ratios by district. Since students are not classified into different bands in primary schools, it is impossible for the Education Bureau to compute the student/teacher ratios by band.
- b. Given its statistical nature, the actual student/teacher ratios of individual schools are inevitably different from the territory-wide average figure because even schools with the same number of classes may have different student enrolments and different numbers of teachers employed with grants and/or other provisions under different initiatives. The variation is also due to school-based decisions on the utilisation of various grants provided to the school.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB208**

Question Serial No.

2552

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 estimated numbers of enrolments of Induction Programmes and Initiation Programmes for newly-arrived children and young people in the 2011/12 school year remain at only 1 800 and 700 respectively, same as that of the 2010/11 school year. Please inform us:

- (a) of the reasons for no increase in the estimated numbers of enrolments;
- (b) apart from the estimate for 2011-12, whether the Government has any plan to increase the number of places of these two programmes in the coming five school years (i.e. the 2011/12 to 2015/16 school years).

Asked by : Hon. CHEUNG Kwok-che

Reply :

- a. Induction Programmes or full-time Initiation Programmes are made available for newly-arrived children and young people to help them better integrate into the local education system. Nevertheless, such Programmes are not compulsory and some newly-arrived children and young people choose to enroll in schools direct without going through the Initiation Programmes. For planning purpose, we have estimated the provision required on the basis of past enrolment statistics.
- b. The Education Bureau will continuously assess the demand for and supply of the Programmes and make necessary adjustment to ensure sufficiency of places.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB209**

Question Serial No.

2553

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 estimated number of non-Chinese speaking students enrolling in the Summer Bridging Programmes in the 2011/12 school year will be increased by 200 as compared with that of the 2010/11 school year. Please provide the following information:

- (a) What are the criteria for determining the above increase?
- (b) Apart from the estimate for the 2011/12 school year, does the Administration have any plans to increase the number of places to be offered in the coming five school years (i.e. from 2011/12 to 2015/16)?

Asked by : Hon. CHEUNG Kwok-che

Reply :

- (a) The number of non-Chinese speaking students enrolling in the Summer Bridging Programmes in the 2011/12 school year has been estimated by reference to past enrolment statistics of the programmes and the growth trend derived therefrom.
- (b) The Education Bureau will assess the estimated demand and supply situation for the programmes and adjust, if required, the supply of places according to the actual demand in the respective school years.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB210**

Question Serial No.

2555

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 139 of the Budget Speech, the Financial Secretary stated that a recurrent subvention of about \$1.94 billion would be provided to the Vocational Training Council (VTC) in 2011-12. What programmes will the VTC offer by using the subvention? What is the number of places provided by such programmes?

Asked by : Hon. CHEUNG Kwok-che

Reply :

The Government subvention of \$1.94 billion to the Vocational Training Council in 2011/12 academic year will support about 81 860 student places of pre-service and in-service vocational education and training programmes for people at different education levels. The breakdown of planned subvented place is as follows -

	<u>Planned Student Places</u>
(a) Pre-service courses at sub-degree level	17 100
(b) Pre-service courses below sub-degree level	7 100
(c) In-service courses	56 400
(d) Programmes for non-engaged youths	300
(e) Programmes for people with disabilities	960
	<b>81 860</b>

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB211**

Question Serial No.

2560

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 Paragraph 133 of his Budget Speech, the Financial Secretary mentioned that \$110 million has been earmarked to launch a three-year after-school homework guidance pilot programme in primary schools to encourage and enlist tertiary students to provide after-school homework guidance for primary students. Please provide the following information:

- (1) How will this provision be used? Please provide a breakdown of each expenditure item (including administrative fee, tutor fee, material fee and others) and the estimated expenditures involved.
- (2) Will the participating tertiary students receive a tutor allowance? If yes, how much will each of them receive? What are the criteria for determining the amount of the tutor allowance? If no, how will the tertiary students be encourage to serve as tutors under the pilot programme?
- (3) What are the details of the services to be received by the participating primary students? What are the eligibility criteria for application under the programme? How many hours of service are expected to be received by each participating primary students in each school year?

Asked by : Hon. CHEUNG Kwok-che

Reply :

In the 2011-12 Budget, the Financial Secretary has earmarked \$110 million to launch a three-year pilot programme to provide after-school homework guidance for primary students with financial and academic needs. The Education Bureau will consult relevant stakeholders such as the local tertiary institutions and schools on the implementation of the scheme.

Our initial plan is to collaborate with local tertiary institutions to encourage and enlist tertiary students, especially those students in full-time pre-service teacher training programmes and are interested in joining the teaching profession, as tutors. We also encourage institutions to provide training for potential tutors to enhance the effectiveness in the delivery of tutorial service. The pilot programme will target at primary schools with a high concentration of students receiving Comprehensive Social Security Assistance or full grant from the Student

Financial Assistance Agency. Participating schools will be asked to invite students with financial and academic needs to join the programme. Tutors will provide after-school homework guidance in small groups at the primary schools. Tutors will receive allowances for their services.

This pilot programme complements other prevailing projects offering after-school support. This programme is also unique in achieving dual purposes for the benefit of not only the financially and academically needy students but also the tutors. To the students, the programme will help them strengthen the effectiveness of their learning and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students.

The proposed budget of \$110 million includes allowances for tutors and possible administrative costs to be incurred by the institutions in administering the programme. We will set the allowance level for tutors having regard to the cost of similar programmes offered by other organisations.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance, etc) in consultation with relevant stakeholders. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2011 _____

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB212**

Question Serial No.

2561

Head : 156 Government Secretariat  
Education Bureau

Programme : (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

As mentioned in paragraph 134 of the Budget Speech, the Financial Secretary proposes to inject \$250 million into the HKSAR Government Scholarship Fund and to set up a Self-financing Post-secondary Education Fund, so as to offer financial assistance to students taking degree programmes and those enrolled on self-financing post-secondary programmes. In this connection, please provide the following information:

- a) the eligibility criteria of the two Funds;
- b) the number of awardees under the HKSAR Government Scholarship Fund in the past three years (2008-09 to 2010-11) and the amount of scholarship awards for each student; and
- c) the number of students to be offered scholarships under the two Funds in 2011-12 and the estimated amount of scholarship awards for each student.

Asked by : Hon. CHEUNG Kwok-che

Reply :

HKSAR Government Scholarship Fund

*Scholarships for students of publicly-funded degree and above programmes*

In March 2008, the Government established the \$1 billion HKSAR Government Scholarship Fund (the Fund) to provide scholarships to outstanding local and non-local students enrolled in full-time publicly-funded programmes at degree and above levels. Participating institutions<sup>1</sup> of the scheme will distribute scholarships with selection made having regard to the following criteria –

- (a) excellent performance in academic studies;
- (b) recognised contribution to the institution/society;
- (c) demonstrated leadership and good communication skills; and/or
- (d) strong commitment to the Hong Kong community.

<sup>1</sup> Participating institutions are the eight University Grants Committee-funded institutions (i.e. City University of Hong Kong, Hong Kong Baptist University, Lingnan University, the Chinese University of Hong Kong, the Hong Kong Institute of Education, the Hong Kong Polytechnic University, the Hong Kong University of Science and Technology and the University of Hong Kong) and the Hong Kong Academy for Performing Arts.

The number of scholarships awarded under the Fund from 2008/09 to 2010/11 academic years is set out below:

<u>Academic Year</u>	<u>Number of recipients</u>
2008/09	230
2009/10	441
2010/11	514

Scholarships are at \$40,000 and \$80,000 per year for local and non-local students respectively.

As regards the 2011/12 academic year, a sum of \$29,560,000 will be allocated. The actual number of scholarship recipients will depend on the mix of local and non-local students selected. This could range from 369 (if all recipients are non-local students) to 739 (if all recipients are local students) students. Same as the past years, the scholarships for local and non-local students are at \$40,000 and \$80,000 respectively in the 2011/12 academic year.

*Scholarships for students of publicly-funded sub-degree programmes*

The Government has proposed to inject \$250 million into the Fund to extend the scholarships to students of publicly-funded sub-degree programmes. We will seek the advice of the Steering Committee of the Fund on the parameters and operation of the new scheme and consult the Legislative Council (LegCo) in mid 2011. Subject to Finance Committee (FC)'s approval, the first batch of scholarships to publicly-funded sub-degree students will be awarded in the 2011/12 academic year.

Self-financing Post-secondary Education Fund

The Government has proposed to establish a \$2.5 billion Self-financing Post-secondary Education Fund to offer scholarships to students of self-financing post-secondary programmes, and support self-financing post-secondary institutions to enhance the quality of teaching and learning. We consulted the LegCo Panel on Education in February and will seek FC's approval in mid 2011. Subject to FC's approval of the establishment of the Fund, we plan to set up the Fund in the second half of this year and seek the advice of the Steering Committee of the Self-financing Post-secondary Education Fund on the parameters and operational guidelines of the scheme, as well as the amount and number of scholarships to be awarded each year.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB213**

Question Serial No.

**3098**

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 number of primary and secondary students with mental health problems in the past five years in Hong Kong. Moreover, what specific types of services has the Government provided to support primary and secondary students with mental health problems, and what about the quantity of services and the number of beneficiaries?

Asked by : Hon. CHEUNG Kwok-che

Reply :

The assessment and diagnosis of students with mental health problems are performed by psychiatrists. Usually these students would be followed up by psychiatrists, clinical psychologists or medical social workers for treatments and support. The Education Bureau (EDB) does not collect data of primary and secondary students with mental health problems. To facilitate schools to play a complementary role in supporting these students at school, we have issued relevant guidelines to schools, together with information on the sources of professional support such as the relevant website of the Hospital Authority (HA) on supporting students with mental health problems. Schools are advised to adopt a multi-disciplinary team approach to jointly plan, implement and evaluate support strategies for the students. They may involve school social workers, student guidance personnel, class teachers, parents, as well as professionals such as educational psychologists and psychiatrists.

EDB organises seminars on "Managing Students with Behavioural and Emotional Difficulties" for primary and secondary school teachers annually to enhance teachers' knowledge and skills in early detection, prevention and intervention of students' emotional and behavioral problems. We have also conducted seminars jointly with psychiatrists of the HA to promote teachers' awareness on mental health issues.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

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

**EDB214**

Question Serial No.

3102

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  
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the number of students with special educational needs (SEN) in the past five years (2006-07 to 2010-11) in Hong Kong by the age groups of 3 – 6, 6 – 12 and 13 – 18. What specific types of services has the Government provided to support students with SEN in pre-primary, primary and secondary schools, and what about the quantity of services and the number of beneficiaries?

Asked by : Hon. CHEUNG Kwok-che

Reply :

For operational reasons, we maintain the data of students with special educational needs (SEN) by education levels but not by age groups. The number of students with SEN in public sector mainstream primary and secondary schools in the past five years are tabulated below.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Primary (P1 – P6)	7 385	9 340	12 020	13 720	15 370
Secondary (S1 – S7)	2 560	3 620	5 540	8 000	10 270

All along, Education Bureau (EDB) has been providing additional resources and professional support to help schools cater for their students with SEN through the Whole School Approach. Schools are advised to pool together various school resources and deploy them holistically and flexibly to render support services to students in accordance with their special educational needs. In other words, all students with SEN in mainstream schools benefit from the support services. Details of these support services are set out in the Appendix.

At pre-primary levels, services for children with SEN are provided by the Social Welfare Department (SWD). Early intervention services are provided through pre-school rehabilitation services, including Early Education and Training Centre (EETC), Special Child Care Centre (SCCC) and Integrated Programme in kindergarten-cum-Child Care Centre (IP in KG-cum-CCC). As advised by SWD, these rehabilitation services are broadly provided for children from birth to six years old and breakdown for the age group of 3 - 6 is not available.

According to SWD, the provision of places of the different types of subvented pre-school services in the past five years are as follows:

Type of Service	Provision of Places				
	2006-07 (as at end of March 2007)	2007-08 (as at end of March 2008)	2008-09 (as at end of March 2009)	2009-10 (as at end of March 2010)	2010-11 (as at end of December 2010)
EETC	2 045	2 142	2 186	2 318	2 363
SCCC	1 449	1 494	1 544	1 544	1 622
IP in KG-cum-CCC	1 860	1 860	1 860	1 860	1 860
Total	5 354	5 496	5 590	5 722	5 845

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

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

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2010/11 school year (estimated expenditure) (\$ million)</b>
(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.	172.8
	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.	138.2
	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	10.6
	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.	0.9
	Resource Primary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.9

	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	23.3
	Enhanced Speech Therapy Service	Participating schools are provided with a cash grant for employing their own speech therapists or procuring school-based speech therapy services to support students with speech and language impairments.	41.6
	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.	5.2
(3) Secondary Education	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	6.6
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	322.7

	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
	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.	0.7
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	97.5
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	11.7
(4) Special Education	Resource Support Programme for Visually Impaired Integrators	The participating special school is provided with additional resource teachers and braillists for offering support services to students with visual impairment in mainstream schools.	8.5
	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
	Enhanced Support Service for Hearing Impaired Integrators	Participating special schools are provided with additional resource teachers and a recurrent grant to offer comprehensive support services to students with hearing impairment in mainstream schools.	5.0
(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.	76.4

(7) Policy and Support	Professional Development Schools	Participating special schools are provided with a cash grant to enable them to offer school-based support for mainstream schools in catering for students with special educational needs.	0.3
Total:			928.5

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB215**

Question Serial No.

3104

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the number of students with special educational needs, the number of new waiting cases and the average waiting time by the age groups of 3-6, 6-12 and 13-18 in the past 5 years (2006-07 to 2010-11) in Hong Kong.

Asked by : Hon. CHEUNG Kwok-che

Reply :

For operational reasons, the Education Bureau (EDB) maintains the data of all the students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools by their education levels rather than by age groups. The statistics of these students by education levels in the past five school years is shown in the table below.

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Primary	7 385	9 340	12 020	13 720	15 370
Secondary	2 560	3 620	5 540	8 000	10 270

For children from birth to the age of five with suspected health, developmental and behavioural problems, they are assessed by the Maternal and Child Health Centres of the Department of Health (DH). Those who require further assessment are served by the Child Assessment Services (CAS) provided by either the DH or the Hospital Authority (HA) and medical practitioners of HA.

For students studying in public-sector primary and secondary schools who are suspected to have learning difficulties such as reading and writing problems, intellectual problem, speech and language impairments and hearing impairment, they are provided with assessment services by the Educational Psychology Service (EPS), Speech Therapy Service (STS) and Audiological Service of EDB or school-based EPS and school-based STS funded by EDB. School-age children suspected to have developmental problems such as attention deficit problems, physical impairment, visual impairment and autism spectrum disorders would be referred to medical practitioners of DH or HA for diagnosis and treatment.



As assessment service for students with SEN is provided by specialists/medical practitioners in different sectors and under different service modes, we are unable to provide comprehensive data on all assessment cases and their waiting time. We are providing below the number of students referred to EDB and EDB-funded EPS and STS for assessment for the 2006/07 to 2009/10 school years by their education levels:

School Year	2006/07	2007/08	2008/09	2009/10
Primary	19 831	21 831	23 842	25 910
Secondary	824	1 896	2 314	2 429

*Note: Figures for the 2010/11 school year are not yet available since data from EDB-funded EPS and STS are collected at the end of the school year.*

For cases referred to speech therapists and audiologists, assessments were provided within two months. For cases referred to educational psychologists, over 60% were assessed within two months, and about 90% within six months. Cases with a longer waiting time for assessment were usually due to some specific circumstances or nature. For example, there were cases of mild learning difficulties for which we will provide professional consultation and support prior to formal assessments, cases whose parents were ambivalent about receiving service, and cases of which the assessment had to be held up pending the students' medical treatment.

Signature \_\_\_\_\_  
 Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
 Post Title \_\_\_\_\_ Permanent Secretary for Education  
 Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB216

Question Serial No.

2010

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 :

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 2010/11 school year as well as the estimated numbers for the 2011/12 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 respective student-to-teacher ratios of SCT and non-SCT schools.
4. The number of additional teachers employed and the actual expenditure incurred in the implementation of SCT.
5. During the trial implementation of SCT, teachers will need more experience sharing and exchange. Has the Administration earmarked any resources for such activities among teachers?

Asked by : Hon. HO Sau-lan, Cyd

Reply :

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 2010/11 and 2011/12 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.

In working out the estimated overall student-to-teacher ratio for public sector primary schools in a particular school year, we have to make reference to the latest total student enrolment and latest number of teachers in all public sector primary schools, as well as the projected year-on-year changes of the territory-wide school-age populations and the projected change in number of teacher posts. The estimation is done at an aggregate level. In the 2010/11 school year, the overall student-to-teacher ratio in public sector primary schools is 15.2:1. For the 318 schools implementing SCT in the 2010/11 school year, it is worth-noting that SCT is being implemented in Primary 1 and Primary 2 in the 2010/11 school year and will be progressed each year to a higher level to cover Primary 6 in the 2014/15 school year. Given that individual schools may have their development plans and teachers of a primary school may teach across grades, we are not able to compile the student-to-teacher ratio specifically for the schools implementing SCT in Primary 1 and Primary 2 in the 2010/11 school year.

Similarly, regarding the situation in the 2011/12 school year, the projected enrolment in schools will be subject to a number of factors including parental choices, the results of Primary 1 places allocation, repetition and drop-out of students, the number of newly-arrived children from the Mainland to be admitted, demographic movements, individual schools' development plans including their applications for additional teacher posts under various education initiatives and the total number of classes to be approved, etc., the overall student-to-teacher ratio for primary schools in the 2011/12 school year will be available by end-2011 when data relating to the actual student enrolment, the number of classes approved to be operated and the actual number of teachers in each school have been collected and processed through relevant surveys. Notwithstanding the above, the notional student-to-teacher ratio of SCT schools is smaller than that of non-SCT schools in the 2010/11 and 2011/12 school years.

Apart from SCT, other factors in play, such as other education initiatives, 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 solely arising from the implementation of SCT. Notwithstanding that, 700 additional time-limited teaching posts have been provided in the 2008/09 and 2009/10 school years to support schools indicating readiness in implementing SCT and the estimated cost for the 2009/10 school year is about \$200 million. In the 2010/11 school year, 300 additional time-limited teaching posts with an estimated cost of about \$100 million have been provided to schools implementing SCT for them to devise teaching strategies under a small class context so as to enhance the effectiveness of learning and teaching. The strategies will be disseminated and compiled for future reference.

To maximise 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 \$36 million in 2011-12.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2011 _____

Annex

District [school-netting under Primary One Admission System]	2010/11 school year		2011/12 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]	9	425 [35.3]	10
Wan Chai [Net 12]	10	725 [53.5]	10
Eastern [Net 14 & 16]	16	1,225 [48.1]	17
Southern [Net 18]	9	475 [54.9]	9
Yau Tsim Mong [Net 31 & 32]	4	200 [9.9]	8
Sham Shui Po [Net 40]	4	150 [7.2]	8
Kowloon City [Net 34, 35 & 41]	21	1,525 [51.4]	23
Wong Tai Sin [Net 43 & 45]	24	1,875 [82.8]	24
Kwun Tong [Net 46 & 48]	26	2,625 [72.0]	26
Sai Kung [Net 95]	22	1,775 [100.0]	22
Sha Tin [Net 88, 89 & 91]	27	2,000 [58.1]	28
Tai Po [Net 84]	16	1,400 [83.8]	16
North [Net 80, 81 & 83]	17	1,450 [53.5]	18
Yuen Long [Net 72, 73 & 74]	40	3,450 [88.5]	40
Tuen Mun [Net 70 & 71]	28	1,900 [65.1]	29
Tsuen Wan [Net 62]	10	800 [44.7]	10
Kwai Tsing [Net 64, 65 & 66]	21	1,500 [48.5]	21
Islands [Net 96, 97, 98 & 99]	14	800 [84.2]	15

Note:

We are unable to compile the total number of Primary 1 school places for the 2011/12 school year as the projected number of approved classes in schools in the 2011/12 school year will be subject to a number of factors including parental choices, the results of Primary 1 places allocation, repetition and drop-out of students, the number of newly-arrived children from the Mainland to be admitted, demographic movements, etc.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB217

Question Serial No.

2011

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 :

The Education Bureau will launch a three-year pilot scheme from 2011-12 to improve autistic students' communication, emotion management and learning skills. Please inform us of the following:

1. How many students are expected to be benefited? What are the manpower and financial provision involved?
2. How will the Administration follow up those students with other learning difficulties identified during the assessment process?
3. What complementary measures e.g. teacher training, does the Administration have to follow up and support autistic children? What are the manpower and financial provision involved?

Asked by : Hon. HO Sau-lan, Cyd

Reply :

- (1) We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise (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 will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover about 40% of the students with ASD, which means around 800 primary and 300 secondary school students. For part (b) of the project, about 30 primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. As the pilot schools will need to create room for the teachers to develop and try out the assessment tools and intervention strategies for students with ASD, as well as consolidate their knowledge and experience in an operation manual for dissemination to all primary schools in Hong Kong at the completion of the project, we will provide additional funding for the pilot schools to employ teaching assistants during the piloting period.

The estimated expenditure for the three-year pilot project is \$38 million.

- (2) Under our prevailing policy of early identification and intervention, teachers identify primary 1 students with learning difficulties by using an observation checklist developed by the Education Bureau (EDB) and then provide them with early intervention. Those showing severe learning difficulties or unsatisfactory response to intervention are referred for further assessment by specialists/medical practitioners. Schools will provide them with appropriate support based on the assessment findings and recommendations made by the specialists/medical practitioners. In case students with ASD are suspected to have other learning difficulties, the same process will apply.
- (3) Teachers in the participating schools will be invited to observe the ASD specific strategies in the group coaching. Debriefing sessions for teachers after the training sessions will help the teachers master and transfer the intervention strategies to the classroom settings. To facilitate the development of an optimal model for early intervention, we will conduct school-based workshops for the pilot schools on the ingredients and best practices of a successful implementation of the comprehensive school support model. Upon the completion of the pilot project, the effective intervention strategies and operation procedures will be compiled into an operation manual for dissemination to all primary schools in Hong Kong.

Apart from the teacher training within the pilot project, EDB has put in place a five-year teacher professional development framework on special educational needs (SEN) effective from the 2007/08 school year. Under the framework, basic course on general knowledge and intervention strategies for different types of SEN, including ASD, thematic course on 'Education of Students with Autism Spectrum Disorders' and elective module on 'Learning and Teaching of Students with Autism Spectrum Disorders' in the advanced course are offered. We also organise from time to time theme-based training programmes, professional sharing activities, workshops and seminars to update teachers on effective teaching and learning strategies for supporting students with ASD.

As teacher training is an integral part of the pilot project, we are unable to attribute a specific and precise portion of the estimated funding required to teacher training.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB218**

Question Serial No.

**2649**

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:

How many students were enrolled per year in Primary 1 (P1) and Secondary 1 (S1) respectively in Hong Kong in the past five years (i.e. 2006/07 to 2010/11) and how many of them were students both of whose parents were not Hong Kong residents? In the Administration's estimation, how many students will be enrolled per year in P1 in Hong Kong in the coming six years (i.e. 2011/12 to 2016/17) and how many students will be enrolled per year in S1 in the coming 12 years (i.e. 2011/12 to 2022/23)? How many of them will be students both of whose parents are not Hong Kong residents? (Please provide the respective estimated medians with the lower and upper limits)

Asked by : Hon. HO Sau-lan, Cyd

Reply :

The numbers of Primary 1 (P1) students and Secondary 1 (S1) students for the past five school years (i.e. 2006/07 to 2010/11) are detailed at Appendix 1. We have not collected information on the resident status of the parents of students and therefore cannot provide breakdown of students by resident status of their parents, 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, in estimating the future demand for P1 school places. The projected numbers of school-age population aged 6 (considered appropriate for P1) for the coming six school years (i.e. 2011/12 to 2016/17) are detailed at Appendix 2. Since the population projections refer to the projected number of children at age 6, irrespective of whether they are enrolled in schools or not, the figures provided above should not be taken as the projected number of students. Besides, in view that students under or over age 6 can enroll in P1, the actual number of students could be different from the projected school-age population.

We have compiled projections of S1 students from the 2011/12 to 2016/17 school years 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 presented at Appendix 3. We cannot provide accurate projections of S1 students beyond the 2016/17 school year, which have to rely on more up-to-date population projections from the Census and Statistics Department.

Please note that the above projections have taken into account a number of factors and assumptions. Amongst those assumptions, of particular relevance are those related to the 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 accurately. Any deviations of the assumptions from the actual situation may render the projected figures different from the actual figures.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2011 _____



**Number of Primary 1 and Secondary 1 Students,  
2006/07 – 2010/11 School Years**

	2006/07	2007/08	2008/09	2009/10	2010/11
Primary 1 students	60 000	54 200	52 100	49 900	49 700
Secondary 1 students	85 700	84 100	79 600	75 400	69 200

Notes : (1) Figures include 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) Figures refer to the position as at September of the respective school years.

**Projected School-age Population Aged 6,  
2011/12 – 2016/17 School Years**

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Overall total	50 400	57 100	58 900	64 700	65 400	66 100

- Notes :
- (1) School-age population aged 6 is considered appropriate for Primary 1.
  - (2) Figures refer to the projected number of children aged 6. The projected figures should not be taken as the projected number of students attending schools, as projected students at Primary 1 could be under or over the age of 6.
  - (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 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.
  - (4) Figures refer to the position as at September of the respective school years. They include estimates on cross-boundary students but exclude mobile residents.

**Projected Number of Secondary One Students,  
2011/12 – 2016/17 School Years**

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Overall total	64 300	64 900	59 700	57 000	55 000	53 900

- 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.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB219**

Question Serial No.

2650

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 :

How much resources are expected to be reserved by the Administration for class reduction in secondary schools in the territory in each of the next five years (i.e. 2011-12 to 2015-16) so that schools with classes reduced will be able to continue the appointment of surplus teachers and have additional grant?

Asked by : Hon. HO Sau-lan, Cyd

Reply :

In November 2010, the Education Bureau introduced enhanced measures for the Voluntary Optimisation of Class Structure Scheme (the Scheme), which include the provision of a maximum quota of six teaching posts for six years and an additional cash grant of \$0.25 million per annum up to a maximum of five years for schools joining the Scheme. Schools can make use of the additional resources under the Scheme to cope with the changes arising from class reduction so as to facilitate the implementation of the New Senior Secondary Academic Structure and further enhance the quality of education.

We have received a total of 202 school applications under the Scheme and are still processing them. Furthermore, the actual expenditure arising from the enhanced measures of the Scheme depends largely on the actual staff turnover and staff profiles of the participating schools. We are thus unable to estimate at this stage the financial implications of the Scheme.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

**Examination of Estimates of Expenditure 2011-12**

Reply Serial No.

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

**EDB220**

Question Serial No.

2652

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 :

Would the Administration please state in tabular form the number of special school students transferred to mainstream schools in the 2010/11 school year under the following circumstances and by school types?

- a. moving up from Primary 1-5 in special schools to Primary 2-6 in mainstream schools;
- b. moving down when transferred from special schools to mainstream schools;
- c. moving up successfully to Secondary 1 in mainstream schools after finishing Primary 6 in special schools;
- d. moving up to Secondary 4 in mainstream schools after finishing Secondary 3 in special schools;
- e. repeating or moving down in mainstream secondary schools after finishing Secondary 1-3 in special schools.

Asked by : Hon. HO Sau-lan, Cyd

Reply :

The numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools in the public sector in the 2010/11 school year are set out in the Appendix. 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 \_\_\_\_\_ 14 March 2011

**Numbers of students having transferred from different categories of special schools to mainstream primary and secondary schools in the 2010/11 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	
2010/11 (up to mid September 2010)	5	0	0	0	1	1	Primary
	6	0	0	8	1	1	Secondary
	<b>11</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>Total</b>

Note: The data on schools for social development is not provided as these special schools are for students with moderate to severe emotional and behavioural difficulties which are transient in nature and the students will normally resume mainstream schooling as soon as possible.

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

**EDB221**

Question Serial No.

2653

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 :

What support has the Administration provided for students transferred from special schools to mainstream schools? Is the support provided by mainstream schools implementing inclusive education? Or is it provided by the special schools that the students previously attended? Please give the details respectively.

Asked by : Hon. HO Sau-lan, Cyd

Reply :

All along, we provide additional resources and professional support for mainstream schools to help them cater for students with special educational needs (SEN), including those transferred from special schools, through the Whole School Approach (WSA). The additional resources include Learning Support Grant, Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Professional support is also 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 have also been extending the school-based educational psychology service (SBEPS) by phases so that more schools will receive the comprehensive SBEPS at the school system, teacher and student support levels. Besides, special schools and mainstream schools with proficient experience in adopting WSA are invited to share their knowledge and practices with other mainstream schools in supporting students with SEN. The special school for children with visual impairment and the special school for children with hearing impairment also implemented the Resource Support Programme and the Enhanced Support Service respectively to support students with visual impairment and hearing impairment in mainstream schools.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

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

**EDB222**

Question Serial No.

2654

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 :

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 2010-11. Please tabulate the figures by class level at which the students were studying in mainstream schools and by types of special schools to which the students were transferred.

Asked by : Hon. HO Sau-lan, Cyd

Reply :

A breakdown on the number of students who have been transferred from public sector mainstream schools to different categories of special schools in the 2010/11 school year (up to mid September 2010) is at the Appendix.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011



**Number of students having transferred from mainstream schools to different categories of special schools in the 2010/11 school year (up to 15 September 2010)**

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
2010/11	P1	16	2	0	0	0	3
	P2	13	0	0	0	0	1
	P3	9	1	0	1	0	0
	P4	9	1	0	0	0	1
	P5	3	0	0	1	0	0
	P6	6	1	0	1	0	1
	<b>Sub-Total</b>	<b>56</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>6</b>
	S1	9	1	0	0	0	2
	S2	2	1	0	0	1	2
	S3	2	1	0	0	0	0
	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
	<b>Sub-Total</b>	<b>13</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>
	<b>Total</b>	<b>69</b>	<b>8</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>10</b>

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.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB223**

Question Serial No.

2657

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 2008-09 and 2010-11:

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 2011-12? 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 2011-12, 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 2008-09 and 2010-11 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)	Research study to track adaptation and development of non-Chinese speaking (NCS) children in mainstream schools  To track the development and adaptation of the NCS children allocated to Primary One in mainstream schools in the 2004/05 school year until they completed Primary Three in the 2006/07 school year.	1,237,400	November 2004	Completed	The findings provided useful reference for supporting non-Chinese speaking students.	The Executive Summary of the report was uploaded onto the Education Bureau homepage in November 2008. The full report had been placed in the Central Resources Centre at Kowloon Tong Education Services Centre since November 2008.
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 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 Education Bureau homepage in August 2010. The full report had been placed in the Central Resources Centre at Kowloon Tong Education Services Centre since August 2010.
Prof. Maurice GALTON, University of Cambridge	Others (By quotation)	Study on small class teaching  To assess the benefits of small class teaching in the local context, and to identify the teaching strategies and support necessary for maximizing the benefits of small class teaching.	1,728,418 (1,297,467 for the study and 430,951 for administering tests/ questionnaire surveys)	September 2004	Completed	The findings served as reference in mapping out the professional development programmes to enhance teaching pedagogies on implementation of small class teaching in public-sector primary schools starting from the 2009/10	The full report was uploaded onto the Education Bureau homepage in December 2009.

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?
						school year.	
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.  (continuation from 2009-10)	428,000	August 2009	In progress	Not applicable as the study has not been completed.	Not applicable as the study has not been completed.
The Nielsen (Hong Kong Company)	Others (Open tender by Census and Statistics Department)	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 Census and Statistics Department's Thematic Household Survey.  (continuation from 2009-10)	700,000	January 2010	In progress	Not applicable as the study has not been completed.	Not applicable as the study has not been completed.
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 (Phase III)  To provide suggestions on mapping out the New Senior Secondary (Intellectual Disability) (NSS(ID)) core curriculum with the basic education curriculum.	90,229	February 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.
Mr. Richard BYERS,	Others (By quotation)	Advice on the development	90,229	September 2009	Completed	The advice was	The report was released

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 Cambridge		<p>of NSS curriculum for students with special educational needs (Final Phase)</p> <p>To finalise the curriculum content on core and elective subjects; to provide suggestions on the Supplementary Guides to the Curriculum &amp; Assessment Guides of the related NSS subjects; and to give recommendations on the required resources for the implementation of NSS(ID) curriculum.</p>				incorporated into curriculum drafts.	in April 2010. It is displayed in the Central Resources Centre at Kowloon Tong Education Services Centre for public's reference.
Dr. Chris FORLIN	Others (By quotation)	<p>Advice on the development of NSS curriculum for students with intellectual disabilities and the related learning outcomes framework</p> <p>To advise on the fine-tuning and to monitor the progress of development of NSS(ID) curriculum; and to co-ordinate Education Bureau as well as Hong Kong Examination and Assessment Authority on the initial development of Learning Progression Frameworks (formerly known as Learning Outcomes Frameworks) for the core subjects.</p>	206,000	February 2007	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.
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	614,900	January 2008	Completed	The findings were used to inform the Administration on the implementation	The study was for internal reference only.

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>Chinese Language curricula on learning and teaching at Secondary 6</p> <p>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.</p>				of the Chinese Language and English Language curricula in secondary schools.	
Melbourne Consulting and Custom Programmes, the University of Melbourne	Others (By quotation)	<p>An evaluation of the enhanced Native-speaking English Teacher (NET) scheme in secondary schools</p> <p>To review and reprioritise the objective of the Secondary NET Scheme.</p>	1,279,823	December 2008	Completed	The findings were used as reference in formulating policy related to NET Scheme in secondary schools.	Briefing session to all secondary schools was conducted on 8 February 2010. The report has been uploaded onto the Education Bureau.
Policy 21 Limited, The University of Hong Kong	Others (By quotation)	<p>“ACTEQ Study 2007”</p> <p>To study teachers’ continuing professional development (CPD) so as to gain deeper insights into issues related to teachers’ CPD. The study contained both quantitative and qualitative information on teachers’ CPD as the basis of major findings.</p>	664,706	June 2007	Completed	The findings were used as reference in making recommendations on teachers’ CPD.	The major findings were released in the Third Report on Teachers’ CPD published by the Advisory Committee on Teacher Education and Qualifications (ACTEQ) in June 2009.
Joint Quality Review Committee	Tender	<p>Tracking survey of graduates from self-financing associate degree and higher diploma programmes</p> <p>To track the views of 2005 and 2006 batch of graduates on the usefulness of the courses, their content, delivery and</p>	2,000,000	August 2007	Completed	The findings were used as reference in formulating policy related to post-secondary education.	The report was uploaded onto the Information Portal for Accredited Self-financing Post-secondary Programmes (IPASS) in July 2009.

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?
		other concerns while they were students, and their post-qualification experiences and progression pathways.					
Dudley Surveyors Limited	Others (By quotation)	<p>Survey and review of expenditure on information technology in education related activities in public sector schools</p> <p>To conduct a survey on the expenditure on Information Technology (IT) in education related activities in public sector schools for the review of the ambit and provision of the Composite Information Technology Grant for enhancing schools' effectiveness in implementation of IT in education.</p>	288,000	March 2008	Completed	The findings were used as reference in reviewing the annual provision of the Composite Information Technology Grant for schools.	The findings were reported to the Legislative Council Panel on Education in July 2008. The report was uploaded onto the Education Bureau homepage in July 2008.
The Hong Kong Institute of Education	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 schools' implementation of IT in education; and to review the progress of the Third Strategy based on some common indicators on IT in education.</p>	1,090,200	September 2009	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 be conducted in 2012.	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?
		(continuation from 2009-10)					
Learning Files Ltd.	Others (By quotation)	<p>Further evaluation of the impact of the External School Reviews in Hong Kong (Phase III impact study)</p> <p>To conduct an external assessment on the implementation of School Development and Accountability (SDA) framework in schools. Overall impact of school self-evaluation and external school review in the first SDA cycle was highlighted and the related recommendations were made.</p>	317,385	August 2006	Completed	The findings were used as reference in formulating the next phase of the SDA framework.	The final report was uploaded onto the Education Bureau homepage in July 2008.
East China Normal University (ECNU)	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>	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.



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?
Learning Files Ltd.	Others (By quotation)	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)  To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.	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.
Policy 21 Limited, The University of Hong Kong	Others (By quotation)	Review on the additional time-limited funding of Capacity Enhancement Grant  To evaluate the effectiveness of the additional funding for supporting teachers to cope with implementation of the assessment for learning at the initial stage and cater for the diverse learning needs of students.	1,164,706	December 2006	Completed	The findings and recommendations were used as reference in reviewing the resources provision for schools.	The review was for internal reference only.
Curriculum, Evaluation and Management Centre, University of Durham	Others (By quotation)	Study on 'Through-train' Mode  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.	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.
Policy 21	Others (By	Review of	1,296,050	January 2006	Completed	The findings	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?
Limited, The University of Hong Kong	quotation)	<p>implementation and operation of incorporated management committees (IMCs)</p> <p>To evaluate the operational procedures for IMCs from 2005/06 to 2007/08 so as to examine the adequacy of the support for IMCs, assess the impact of IMCs and collate good practices.</p>				were used as reference in reviewing the implementation of incorporated management committees in schools and working out the support measures for schools with incorporated management committees to realise the spirit of school-based management.	Executive Summary of the report was uploaded onto the Education Bureau homepage in May 2009 and the full report had been placed in the Central Resources Centre at the Kowloon Tong Education Services Centre.
Oracle Added Value Limited	Tender	<p>Survey on opinion of employers on major aspects of performance of publicly-funded first degree graduates and sub-degree graduates in year 2006</p> <p>To survey employers' assessment of the performance of graduates as a way of tracing the results of the education system.</p>	924,000	July 2007	Completed	The findings were passed to the University Grants Committee and relevant institutions for their reference.	The executive summary of the report was uploaded onto the Education Bureau homepage.
Policy 21 Limited, The University of Hong Kong	Others (By quotation)	<p>Quality Education Fund Impact Study</p> <p>To review the accomplishments of the Quality Education Fund (QEF) since its establishment in 1998 and evaluate the impact it had made in promoting quality education in Hong Kong.</p>	738,824	July 2007	Completed	The findings and recommendations were used as reference in formulating the objectives and plans of the QEF from 2009 to 2011.	The Executive Summary of the report was uploaded onto the QEF homepage in May 2009.
Policy 21 Limited, The University of Hong Kong	Others (By quotation)	<p>External Review of School-based Professional Support Programmes</p> <p>To evaluate the effectiveness of</p>	917,647	August 2007	Completed	The findings were used as reference in formulating the strategies for the implementation of School-based Professional	The Executive Summary was uploaded onto the Education Bureau homepage in November 2009.

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?
		School-based Professional Support Programmes so as to give directives for forward planning.				Support Programmes from 2009/10 to 2012/13 school years.	

(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?
Mr David Robert Holmes	Others (by quotation)	To assist in formulating the detailed procedure/ parameters of 2009-12 Academic Development Proposals (ADP), and in the actual scrutiny of institutions' ADPs	541,359 (GBP 35,600)	January 2008	Completed	UGC gave due consideration of the inputs from the consultant in advising institutions and in formulating funding recommendations to the Administration.	Inputs from the consultant had been incorporated as appropriate in the triennial recurrent funding recommendations submitted to Legislative Council (LegCo) Finance Committee for approval in January 2009.
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 website, the Report of the Review Group in February 2009.
Higher Aims Limited	Others (by quotation)	To give professional advice on issues related to strengthening of Knowledge Transfer in institutions	210,000	July 2008	Completed	UGC and its funded institutions accepted the funding mechanism and allocation method as recommended by the consultant.	Full details of the funding mechanism have been conveyed to the institutions and uploaded to the UGC website.
Sir Colin Lucas	Others (by quotation)	To give professional advice for the UGC's Higher Education Review 2010 (HER 2010)	580,000 (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 is studying and	The report has been published and shared with stakeholders in the post-secondary education

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?
						examining the recommendations in the report, and is consulting stakeholders in the post-secondary education sector before coming to a view on implementation. The implementation details and timetable will be worked out after the Government has made its decision on implementation.	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 (CHEPS)	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 its funding methodology.	An electronic version is available on the UGC's website.
Prof Bahram Bekhradnia	Others (by quotation)	Engagement of overseas consultant to give professional advice on the development of higher education in the UK 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 is studying and examining the recommendations in the report, and is consulting stakeholders in the post-secondary education sector before coming to a view on implementation. The implementation details and timetable will be worked out after the Government has made its decision on implementation.	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	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 is	The analyses were considered by the Higher Education Review Group

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?
		of higher education in Europe for the UGC's Higher Education Review 2010 (HER 2010)				studying and examining the recommendations in the report, and is consulting stakeholders in the post-secondary education sector before coming to a view on implementation. The implementation details and timetable will be worked out after the Government has made its decision on implementation.	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 is studying and examining the recommendations in the report, and is consulting stakeholders in the post-secondary education sector before coming to a view on implementation. The implementation details and timetable will be worked out after the Government has made its decision on implementation.	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 is studying and examining the recommendations in the report, and is consulting stakeholders in the post-secondary education sector before coming to a view on implementation. The implementation details and timetable will be worked out after the Government	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

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?
						has made its decision on implementation.	electronic version of the consultancy report is available on the UGC's website.
Cambridge Associates Asia Pte Limited	Others (by quotation)	To give professional advice on the investment policy for the Research Endowment Fund (REF).	562,500	May 2009	Completed	The proposals were evaluated by 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 (\$2.55B) with Hong Kong Monetary Authority in May 2010.	The report has not been made public as the 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 undergraduate (Ug) and research postgraduate (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

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 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	In progress	The UGC formulated the evaluation procedure/ parameters of the 2012-15 ADP exercise on the basis of Mr Randall's advice.	The evaluation procedure/ parameters of the 2012-15 ADP exercise have been made known to institutions.

Separately, the Student Financial Assistance Agency has not earmarked provision between 2008/09 and 2010/11 to conduct consultancy study on public policy and strategic public policy.

(b) The consultancy studies for which provisions will be reserved in 2011-12 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 2011-12, is there any plan to make them public? If yes, through which channels? If no, why?
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.  (continuation from 2010-11)	428,000	August 2009	In progress	Major findings will be released. Means to be confirmed.
The Nielsen (Hong Kong) Company	Others (Open tender by Census and Statistics Department)	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 Census	700,000	January 2010	In progress	Major findings will be included in the Thematic Household Survey Report to be published by

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 2011-12, is there any plan to make them public? If yes, through which channels? If no, why?
		and Statistics Department's Thematic Household Survey.  (continuation from 2010-11)				Census and Statistics Department.
East China Normal University (ECNU)	Others (By quotation)	Impact Study on Quality Review  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.  (continuation from 2010-11)	850,000	June 2010	In progress	The findings will be released. Means to be confirmed.
Learning Files Ltd.	Others (By quotation)	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)  To conduct an independent and external review on the SDA framework in its 2nd cycle of implementation.  (continuation from 2010-11)	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)	Study on 'Through-train' Mode  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.	1,410,000	September 2010	In progress	Not Applicable as the study has not been completed.



(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 2011-12, is there any plan to make them public? If yes, through which channels? If no, why?
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	In Progress	Advice from the consultant will be conveyed to the institutions as appropriate, and suitably reflected in the UGC's recommendations to the Administration in respect of the institutions' 2012-15 recurrent funding allocation.

Separately, the Student Financial Assistance Agency is not planning to conduct any consultancy studies on public policy and strategic public policy in 2011-12.

(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 could be grouped in three broad categories. First, 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. Second, the 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. Lastly, the price sought to facilitate consideration from the value-for-money perspective.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

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

**EDB224**

Question Serial No.

2763

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 the implementation of the Framework Agreement on Hong Kong/Guangdong Co-operation (the Framework Agreement) and 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 and departments under its purview are or have been involved.

a) For Hong Kong/Mainland cross-boundary projects or programmes from 2008-09 to 2010-11, please provide information in the following format :

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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?

b) For Hong Kong/Mainland cross-boundary projects or programmes in 2011-12, please provide information in the following format :

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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?

- 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 2011-12 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 2008-09 to 2010-11 are at Annex A. The Student Financial Assistance Agency and University Grants Committee Secretariat do not have any relevant programmes or projects.
- (b) Hong Kong/Mainland cross-boundary projects or programmes including exchange activities at school, principal, teacher and student level in which EDB will be involved in 2011-12 are at Annex B. The Student Financial Assistance Agency and University Grants Committee Secretariat do not have any relevant programmes or projects.
- (c) Apart from the above projects/programmes, there is no other mode of cross-boundary co-operation under the purview of EDB, Student Financial Assistance Agency and University Grants Committee Secretariat.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

**Hong Kong/Mainland cross-boundary projects or programmes in which EDB was involved from 2008-09 to 2010-11**

- 2008-09

Project/Programme title	Details, objective and whether it is related to the 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"> <li>• Department of Education, Guangdong Province</li> <li>• Guangzhou Municipal Education Bureau</li> <li>• Shenzhen Municipal Education Bureau</li> </ul>	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 10-day study-trip to Beijing.  It is not related to FA.	\$0.6	<ul style="list-style-type: none"> <li>• Beijing Normal University</li> </ul>	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 Hong Kong 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"> <li>• Department of Education, Guangdong Province</li> </ul>	Completed	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	The Programme 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.	\$0.8	<ul style="list-style-type: none"> <li>• Department of Education, Guangdong Province</li> </ul>	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were involved.
Instructional Leadership Enhancement	The Programme aims at enhancing instructional	\$0.4	<ul style="list-style-type: none"> <li>• South China Normal University</li> </ul>	Completed	The Programme was announced through the Training Calendar System

Project/Programme title	Details, objective and whether it is related to the 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?
Programme for Primary School Principals and Senior Teachers	leadership of principals and senior teachers through a 2-day study-trip to Guangzhou and 2 lesson observation weeks in Hong Kong.  It is not related to FA.				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.  It is related to FA.	\$17.2	<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• Department of Education, Guangdong Province</li> </ul>	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.
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 day-trip to Guangdong to enrich their understanding of the motherland.  It is related to FA.	\$5.2	<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• The People's Government of the Guangdong Province</li> </ul>	Completed	Details were released through the EDB website and the dedicated website of the Programme ( <a href="http://www.passontorch.org.hk">www.passontorch.org.hk</a> ). 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 Programmes 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.  It is related to FA.	\$0.5	<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• Department of Education, Guangdong Province</li> </ul>	Completed	The content, purpose of, and impact on teachers' professional development arising from joining the Programme were communicated to schools via school circular and debriefing sessions.
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.	\$0.5	<ul style="list-style-type: none"> <li>• Beijing Municipal Commission of Education</li> </ul>	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 (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?
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 on the Mainland.  It is not related to FA.	\$3.2	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	Completed	Schools were invited to apply for the Scheme via school circular.
"Understanding Our Motherland" Programme 2008	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.	\$3.1	<ul style="list-style-type: none"> <li>These Programmes were organised by schools with different local contacts in the Mainland.</li> </ul>	Completed	Schools were invited to apply for the Programme via school circular.
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	<ul style="list-style-type: none"> <li>People's Governments at the local level</li> </ul>	Completed	Applications to the Quality Education Fund were open to the public.
Sponsored exchange 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	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	Completed	Letters were issued to invite school heads and teachers to join the Programmes
Sponsored exchange 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	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	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 the Mainland situation and its latest developments in education.  It is not related to FA.	\$0.4	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	Completed	A letter was issued to invite school heads and teachers to join the Programme

- 2009-10

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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"> <li>• Department of Education, Guangdong Province</li> <li>• Guangzhou Municipal Education Bureau</li> <li>• Shenzhen Municipal Education Bureau</li> </ul>	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"> <li>• Beijing Normal University</li> </ul>	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"> <li>• East China Normal University</li> </ul>	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 Hong Kong 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"> <li>• Department of Education, Guangdong Province</li> </ul>	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme –	The Programme aims at deepening the participants' understanding of the	\$0.9	<ul style="list-style-type: none"> <li>• Department of Education, Guangdong</li> </ul>	Completed	The Programme was not announced in Hong Kong as only Guangdong English teachers were

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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?
In-service Programme for English Language Teachers from Guangdong	latest teaching methodologies in English Language through a 3-week course in Hong Kong.  It is related to FA.		Province		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"> <li>Shenzhen Municipal Education Bureau</li> </ul>	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 exchange activities in Hong Kong.  It is related to FA.	\$16.8	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Department of Education, Guangdong Province</li> </ul>	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.
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"> <li>Ministry of Education</li> <li>The People's Government of the Guangdong Province</li> </ul>	Completed	Details were released through the EDB website and the dedicated website of the Programme ( <a href="http://www.passontorch.org.hk">www.passontorch.org.hk</a> ). 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	The Programme aims at deepening teachers'	\$0.6	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	Completed	The content, purposes of, and impact on teachers'



Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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 Programme	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.		<ul style="list-style-type: none"> <li>Department of Education, Guangdong Province</li> </ul>		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"> <li>People's Governments at the local level</li> </ul>	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.	\$0.5	<ul style="list-style-type: none"> <li>Beijing Municipal Commission of Education</li> </ul>	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 on the Mainland.  It is not related to FA.	\$1.6	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	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.	\$12.7	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	Completed	Schools were invited to apply for the Programme via school circular.
"Understanding Our Motherland"	The Programme aims to enhance students'	\$3.1	<ul style="list-style-type: none"> <li>These Programmes</li> </ul>	Completed	Schools were invited to apply for the Programme

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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?
Programme 2009	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.		were organised by schools with different local contacts in the Mainland.		via school circular.
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 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.	\$5.4	• Ministry of Education	Completed	Letters were issued to invite schools to join the Programmes
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.	\$0.4	• 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	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	<p>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.</p> <p>It is not related to FA.</p>	---	<ul style="list-style-type: none"> <li>• Department of Education, Guangdong Province</li> <li>• Guangzhou Municipal Education Bureau</li> <li>• Shenzhen Municipal Education Bureau</li> </ul>	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	<p>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.</p> <p>It is not related to FA.</p>	\$0.8	<ul style="list-style-type: none"> <li>• Beijing Normal University</li> </ul>	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	<p>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.</p> <p>It is related to FA.</p>	\$0.2	<ul style="list-style-type: none"> <li>• Department of Education, Guangdong Province</li> </ul>	Completed	The Programme was announced through the Training Calendar System of EDB to invite applications.
Guangdong-Hong Kong Cultural Exchange Programme – In-service	<p>The Programme aims at deepening the participants' understanding of</p>	\$1.1	<ul style="list-style-type: none"> <li>• Department of Education, Guangdong Province</li> </ul>	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	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?
Programme for English Language Teachers from Guangdong	the latest teaching methodologies in English Language through a 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.	\$16.6	<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• Department of Education, Guangdong Province</li> </ul>	The Programme is in progress. It commenced in August 2010 and will end in August 2011.	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 Foshan, Shenzhen and Guangdong.  It is related to FA.	\$0.3	<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• Department of Education, Guangdong Province</li> <li>• Shenzhen Municipal Bureau of Education</li> <li>• The Education Bureau of Foshan</li> </ul>	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.
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.	\$19.0	<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• The People's Government of the Guangdong Province</li> </ul>	Completed	Details are released through the EDB website and the dedicated website of the Programme ( <a href="http://www.passontorch.org.hk">www.passontorch.org.hk</a> ). The content, purposes of, and impact on students' learning arising from joining the Programme were announced to schools via school circular and debriefing sessions.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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 related to FA.				
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"> <li>• Ministry of Education</li> <li>• Department of Education, Guangdong Province</li> </ul>	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 national identity.  It is not related to FA.	\$1.2	<ul style="list-style-type: none"> <li>• People's Governments at the local level</li> </ul>	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.	\$0.3	<ul style="list-style-type: none"> <li>• Beijing Municipal Commission of Education</li> </ul>	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 on the Mainland.  It is not related to FA.	\$4.8	<ul style="list-style-type: none"> <li>• Ministry of Education</li> </ul>	Completed	Schools were invited to apply for the Scheme via school circular.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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?
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	• 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 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.	\$3.2	• 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	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	The Programme aims to enrich participants' understanding of	\$5.4	• Ministry of Education	Completed	Letters were issued to invite school heads and teachers to join the Programmes

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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?
Service Centre	<p>the motherland and enhance their national identity.</p> <p>It is not related to FA.</p>				
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"> <li>Ministry of Education</li> </ul>	Completed	A letter was issued to invite school heads and teachers to join the Programme

**Hong Kong/Mainland cross-boundary projects or programmes in which EDB will be involved in 2011-12**

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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 Programme 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"> <li>• Department of Education, Guangdong Province</li> <li>• Guangzhou Municipal Education Bureau</li> <li>• Shenzhen Municipal Education Bureau</li> </ul>	Ongoing	A letter will be issued to all Hong Kong primary and secondary schools inviting them to join the Scheme.
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.	\$16.3	<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• Department of Education, Guangdong Province</li> </ul>	The Programme will commence in August 2011 and will be completed in August 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.
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	\$4.3	<ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• Department of Education, Guangdong Province</li> <li>• Shenzhen Municipal Bureau of Education</li> <li>• The Education Bureau of Foshan</li> </ul>	The Programme commenced in January 2011 and will be completed in June 2011.	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.



Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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. It is related to FA.				
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.	\$21.0	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>The People's Government of the Guangdong Province</li> </ul>	The Programme will commence in July 2011 and complete in February 2012.	Details are released through the EDB website and the dedicated website of the Programme ( <a href="http://www.passontorch.org.hk">www.passontorch.org.hk</a> ). 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 development programme in Guangzhou and visits to schools.  It is related to FA.	\$1.3	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	The Programme will be held in late 2011.	The content, purposes of, and impact on teachers' professional development arising from joining the Programme will be 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 national identity.  It is not related to FA.	\$2	<ul style="list-style-type: none"> <li>People's Governments at the local level</li> </ul>	The Programmes will be conducted in 2011/12.	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	\$0.4	<ul style="list-style-type: none"> <li>Beijing Municipal Commission of Education</li> </ul>	The exchange programmes will be	Schools will be invited to apply for the Summer Camp via school circular.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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 development of our country and national identity.</p> <p>It is not related to FA.</p>			conducted in July 2011.	
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 on the Mainland.</p> <p>It is not related to FA.</p>	\$1.4	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	The Programmes will be conducted throughout 2011/12.	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	<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>	\$21.6	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>	The Programmes will be conducted throughout 2011/12.	Schools will be invited to apply for the Programme via school circular.
"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"> <li>These Programmes will be organised by schools with different local contacts in the Mainland.</li> </ul>	The Programmes will be conducted throughout 2011/12.	Schools will be invited to apply for the Programme via school circular.
Exchange	The Programme	\$0.5	<ul style="list-style-type: none"> <li>People's</li> </ul>	The	Applications to the Quality

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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?
Programmes Sponsored by the Quality Education Fund.	aims to enrich participants' understanding of the motherland and enhance their national identity.  It is not related to FA.		Governments at the local level	Programmes will be conducted throughout 2011.	Education Fund are 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.	\$3.3	• Ministry of Education	The Programme will be held before end of 2011.	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.	\$2.6	• 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 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	The Programme will be held in September to October 2011.	A letter will be issued to invite schools to join the Programme.
Student Teachers Mainland Study Programme	The Programme aims at enhancing student teachers' understanding of national development and gaining first-hand	\$3.3	• 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. Relevant institutions will be consulted on the details.

Project/Programme title	Details, objective and whether it is related to the Framework Agreement	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>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**

**EDB225**

Question Serial No.

2768

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  
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Integrated Education (IE) Programme, please provide the following information:

1. A breakdown by disability types of the number of matriculation, associate degree and undergraduate students with special educational needs (SEN) previously covered by the IE Programme in the past five years (2006-07 to 2010-11) and their percentage share in the total population of the 18-25 age cohort with the same disabilities in the territory.
2. Is the Administration currently providing support for students with SEN to enhance their chance of receiving higher education? If yes, what are the details and the expenditure involved? If no, will the Administration consider doing so?

Asked by : Hon. HO Sau-lan, Cyd

Reply :

1. The Integrated Education (IE) Programme started in the 1997/98 school year in a small number of schools to try out the Whole School Approach (WSA) to IE. With the introduction of a new funding mode in primary schools in the 2003/04 school year and provision of a Learning Support Grant to secondary schools from the 2008/09 school year for supporting students with special educational needs (SEN), the IE Programme has been phasing out. At present, only 27 primary and 17 secondary schools are still operating the IE Programme. We have not captured data regarding the progression of students previously covered by the IE Programme to matriculation and post-secondary courses. Nevertheless, the relevant data on students with SEN at Secondary 6 and Secondary 7 levels and programmes funded by the University Grants Committee (UGC) that are available are provided in Appendices 1 and 2 respectively. The statistics on UGC-funded programmes were collected on voluntary self-reporting by students without the need of medical certification, and the criteria used for categorising the different disability types adopted by different UGC-funded institutions and the Government

are not the same. As such, we are unable to provide the percentage share of these students in the total population of the 18-25 age cohort with the same disabilities in the territory.

2. All along, the Government provides additional resources, professional support and teacher training for schools to help them support the students through a WSA with a view to helping them develop their potentials. The additional resources include Learning Support Grant, additional teachers and funding under the Intensive Remedial Teaching Programme, additional teachers to cater for low academic achievers, etc. Professional support is also 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 have also been extending the school-based educational psychology service (SBEPS) by phases so that more schools will receive the comprehensive SBEPS at the school system, teacher and student support levels. In addition, direct support for visually impaired integrators and hearing impaired integrators is provided through the Resource Support Programme and Enhanced Support Service respectively. The estimated expenditure on the above ongoing support measures is about \$993.5 million for the 2011/12 school year. Furthermore, we plan to launch a three-year pilot project on the enhancement of support services for students with Autism Spectrum Disorders in primary and secondary schools from the 2011/12 school year. The total estimated expenditure on the pilot project is \$38 million.

The admission decisions of tertiary institutions are based on holistic assessment of the merits of the applicants. To maximise opportunities for students with SEN to study in tertiary institutions funded by the UGC, a sub-system under the Joint University Programmes Admissions System (JUPAS) is in place for considering their applications. The sub-system enables the applicants to establish at an early date what special assistance and facilities are available to them at the institutions of their choice. It also helps the UGC-funded institutions to identify those applicants with disabilities so that they could provide help and advice at an early stage and give appropriate consideration to the applicants concerned. Applicants may receive an offer under the sub-system but they are not obliged to accept the offer immediately. Their applications will continue to be considered in the Main Round exercise to see if an even better offer can be made to them.

The Government also provides graduate students (including students with SEN) with 'multiple exit pathways'. Besides universities, they may study in vocational education or training programmes, enroll in Project Yi Jin or participate in Youth Pre-employment Training Programme. With the launch of the New Senior Secondary Academic Structure, students can develop their potential through participation in a diversified curriculum and Other Learning Experiences, including work-related experience so that they can identify their targets early.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

**Number of Secondary 6 and Secondary 7 Students  
by Type of SEN in the 2008/09 to 2010/11 school years**

SEN Type	2008/09	2009/10	2010/11
Specific Learning Difficulties	17	25	36
Intellectual Disability	0	1	1
Autism Spectrum Disorders	6	13	24
Attention Deficit/ Hyperactivity Disorder	0	2	4
Physical Disability	17	13	18
Visual Impairment	10	9	8
Hearing Impairment	38	39	42
Speech and Language Impairment	2	7	4
<b>Total</b>	<b>90</b>	<b>109</b>	<b>137</b>

*Note: 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. Hence, figures on students with SEN at Secondary 6 and Secondary 7 levels for the 2006/07 and 2007/08 school years are not available.*

## Appendix 2

### Number of Year 1 Students in UGC-funded Sub-degree and Undergraduate Programmes by Type of Reported Disabilities, 2006/07 to 2010/11

*(headcount)*

Academic year	Type of reported disability	Level of Study		Total
		Sub-degree	Undergraduate	
2006/07	Autism	-	-	-
	Hearing impairment	-	16	16
	Physical handicap	2	12	14
	Speech impairment	-	-	-
	Visual impairment	1	21	22
	Multiple types of disabilities	1	6	7
	Others	-	8	8
	Total	4	63	67
2007/08	Autism	-	-	-
	Hearing impairment	-	22	22
	Physical handicap	1	8	9
	Speech impairment	-	-	-
	Visual impairment	-	10	10
	Multiple types of disabilities	-	3	3
	Others	3	13	16
	Total	4	56	60
2008/09	Autism	-	1	1
	Hearing impairment	1	20	21
	Physical handicap	3	17	20
	Speech impairment	-	-	-
	Visual impairment	-	7	7
	Multiple types of disabilities	-	1	1
	Others	1	22	23
	Total	5	68	73
2009/10	Autism	-	1	1
	Hearing impairment	2	14	16
	Physical handicap	-	5	5
	Speech impairment	-	-	-
	Visual impairment	-	12	12
	Multiple types of disabilities	-	1	1
	Others	1	14	15
	Total	3	47	50
2010/11	Autism	1	1	2
	Hearing impairment	1	10	11
	Physical handicap	2	13	15
	Speech impairment	1	1	2
	Visual impairment	-	14	14
	Multiple types of disabilities	-	3	3
	Others	1	23	24
	Total	6	65	71



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

<b>EDB226</b>
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Question Serial No.

2798
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Head : 156 Government Secretariat:                          Subhead (No. & title) :  
            Education Bureau

Programme :                          (4) Special Education

Controlling Officer :            Permanent Secretary for Education

Director of Bureau :            Secretary for Education

Question :

Please advise on the numbers of students with different types of special educational needs (SEN) who furthered their studies in tertiary institutions or other kinds of post-secondary programmes after having completed secondary education in the past five years (2006/07 to 2010/11 academic years). What was the percentage share of such students in the total number of SEN students? What kind of courses did they study? Please provide the above information by different types of SEN in tabular form.

Asked by : Hon. HO Sau-lan, Cyd

Reply :

According to information provided by University Grants Committee (UGC)-funded institutions, the number of year 1 students in UGC-funded post-secondary programmes by type of reported disabilities from the 2006/07 to 2010/11 academic years are set out at Annex.

The statistics on UGC-funded programmes were collected based on voluntary self-reporting by students without the need of medical certification, and the criteria used for categorising the different disability types and special educational needs types adopted by different UGC-funded institutions and the Government respectively are not the same. As such, the figures in the Annex are not suitable for direct comparison with the total number of students with special educational needs at the secondary school level.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2011 _____

**Number of Year 1 Students in UGC-funded Sub-degree and Undergraduate Programmes  
by Type of Reported Disabilities, 2006/07 to 2010/11**

*(headcount)*

Academic year	Type of reported disability	Level of Study		Total
		Sub-degree	Undergraduate	
2006/07	Autism	-	-	-
	Hearing impairment	-	16	16
	Physical handicap	2	12	14
	Speech impairment	-	-	-
	Visual impairment	1	21	22
	Multiple types of disabilities	1	6	7
	Others	-	8	8
	Total	4	63	67
2007/08	Autism	-	-	-
	Hearing impairment	-	22	22
	Physical handicap	1	8	9
	Speech impairment	-	-	-
	Visual impairment	-	10	10
	Multiple types of disabilities	-	3	3
	Others	3	13	16
	Total	4	56	60
2008/09	Autism	-	1	1
	Hearing impairment	1	20	21
	Physical handicap	3	17	20
	Speech impairment	-	-	-
	Visual impairment	-	7	7
	Multiple types of disabilities	-	1	1
	Others	1	22	23
	Total	5	68	73
2009/10	Autism	-	1	1
	Hearing impairment	2	14	16
	Physical handicap	-	5	5
	Speech impairment	-	-	-
	Visual impairment	-	12	12
	Multiple types of disabilities	-	1	1
	Others	1	14	15
	Total	3	47	50
2010/11	Autism	1	1	2
	Hearing impairment	1	10	11
	Physical handicap	2	13	15
	Speech impairment	1	1	2
	Visual impairment	-	14	14
	Multiple types of disabilities	-	3	3
	Others	1	23	24
	Total	6	65	71

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

**EDB227**

Question Serial No.

2805

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

Programme :                    (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Would the Administration please advise the following: How many students suspected of having special education needs (SEN) were referred by schools for assessment? How many students were assessed upon parents' request in the past five years from 2006-07 to 2010-11? How long was the average waiting time for the assessment? What were the expenditures involved in the past five years? How much expenditure will be reserved for providing the assessment service in 2011-12? Please provide a breakdown in tabular form of the figures by levels of pre-primary, junior primary, senior primary, junior secondary and senior secondary for the eight types of SEN being hearing impairment (HI), visual impairment (VI), speech and language impairment (SLI), specific learning difficulties (SpLD), autistic spectrum disorders (ASD), attention deficit/hyperactivity disorder (AD/HD), physical disabilities (PD) and intellectual disabilities (ID).

Asked by : Hon. HO Sau-lan, Cyd

Reply :

For children from birth to the age of five with suspected health, developmental and behavioural problems, they are assessed by the Maternal and Child Health Centres of the Department of Health (DH). Those who require further assessment are served by the Child Assessment Services (CAS) provided by either the DH or the Hospital Authority (HA) and medical practitioners of HA.

For students studying in public-sector primary and secondary schools who are suspected to have learning difficulties such as reading and writing problems, intellectual problem, speech and language impairments and hearing impairment, they are provided with assessment services by the Educational Psychology Service (EPS), Speech Therapy Service (STS) and Audiological Service (AS) of the Education Bureau (EDB) or school-based EPS and STS funded by EDB. School-aged children suspected to have developmental problems such as attention deficit problems, physical impairment, visual impairment and autism spectrum disorders would be referred to medical practitioners of DH or HA for diagnosis and treatment.

According to our prevailing practice, school-aged students suspected to have SEN are referred for assessment via their schools. Parents who have concern about their children's learning needs would discuss with the schools, which would then make referrals for assessment where necessary.

As assessment service for students with SEN is provided by specialist/medical practitioners in different sectors and under different service modes, we are unable to provide comprehensive data on all assessment cases and their waiting time. As for cases referred by schools to EDB and EDB-funded EPS and STS for assessment from the 2006/07 to 2009/10 school years, the numbers are as follows:

School Year \ Level	2006/07	2007/08	2008/09	2009/10
Junior primary (P1 - P3)	14 912	16 298	17 096	18 376
Senior primary (P4 - P6)	4 919	5 533	6 746	7 534
Junior secondary (S1 - S3)	683	1 621	1 887	1 913
Senior secondary (S4 - S7)	141	275	427	516
<b>Total</b>	<b>20 655</b>	<b>23 727</b>	<b>26 156</b>	<b>28 339</b>

(Note: Figure for the 2010/11 school year is not yet available since data from EDB-funded EPS and STS are collected at the end of the school year. There is no breakdown by SEN types as cases received at the time of referral have not yet been assessed.)

For cases referred to speech therapists and audiologists, assessments were provided within two months. For cases referred to educational psychologists, over 60% were assessed within two months, and about 90% within six months. Cases with a longer waiting time for assessment were usually due to some specific circumstances or nature. For example, there were cases of mild learning difficulties for which we will provide professional consultation and support prior to formal assessments, cases whose parents were ambivalent about receiving service, and cases of which the assessment had to be held up pending the students' medical treatment.

Apart from assessment service, the EPS, STS and AS of the EDB and EDB-funded school-based EPS and STS also provide various types of support to schools including consultation meetings with school personnel, individual and group programmes, teacher training and resource development. We are hence not able to set out separately the expenditure on assessment service.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

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

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 :

As mentioned in the matters requiring special attention in 2011-12 under this Programme, the Education Bureau will launch a three-year pilot scheme to develop major support strategies for improving autistic students' communication, emotion management and learning skills. Would the Administration please advise on:

- (a) the time of implementing the above measures this year (2011), the resource and manpower input; and
- (b) the specific plan. Has the use of information technology been considered to facilitate and support the scheme? If yes, what are the details, manpower and amount of expenditure involved?

Asked by : Hon. TAM Wai-ho, Samson

Reply :

(a) and (b)

We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise two elements – first, a structured on-top group training for students with ASD and then, the development of a comprehensive school support model for early intervention of students with ASD.

For the first element, we will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover about 40% of the students with ASD, which means around 800 primary and 300 secondary school students. In respect of the development of a model for early intervention by schools, about 30 pilot schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. As the pilot schools will need to create room for the teachers to develop and try out the assessment tools and intervention strategies for students with ASD, as well as consolidate their knowledge and experience in an operation manual for dissemination to all schools in Hong Kong at the completion of the project, we will provide additional funding for the

pilot schools to employ teaching assistants during the piloting period.

The estimated expenditure for the three-year pilot project is \$38 million. A wide range of strategies will be used for both elements of the project and the use of assistive technology will be embedded in the intervention strategies, where necessary. We are not able to set out separately the manpower and resources allocated specifically for assistive technology under the pilot project.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB229**

Question Serial No.

2036

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 the "Matters Requiring Special Attention in 2011-12", it is stated that the Administration will continue to promote e-Learning in the school sector to facilitate students to engage in self-directed learning and to cultivate lifelong learning. In this connection, please inform us:

- (a) of the related expenditure and staff establishment in 2011-12 as compared with 2010-11;
- (b) of the amount and proportion of expenditure and manpower used for sourcing, organising and developing e-Learning resources in 2011-12 as compared with 2010-11; and
- (c) whether the Administration will provide more funding for schools to procure e-Learning resources in order to facilitate the development of electronic teaching and learning in Hong Kong.

Asked by : Hon. TAM Wai-ho, Samson

Reply :

- (a) The Government has created a non-recurrent commitment of \$128 million, to be spent over six financial years from 2010-11 to 2015-16, for the promotion of e-Learning in the school sector. Programmes include launching a pilot scheme on e-Learning in schools, providing a one-off grant to schools for purchasing e-Learning resources, and setting up an e-platform for transactions of e-Learning resources at the Hong Kong Education City website. The estimated expenditures for 2010-11 and 2011-12 are \$94 million and \$27 million respectively.

On manpower side, two programme management staff have been hired on contract terms to monitor the implementation of the e-Learning pilot projects by schools. The same level of manpower support will be maintained in 2011-12.

- (b) In addition to the \$128 million mentioned above, the Government has also set aside \$12 million for strengthening and expediting the development of the Depository of Curriculum-based Learning and Teaching Resources (Depository) which the Government has committed \$25 million to develop under the Third IT in Education Strategy from 2008-09 to 2013-14. The majority of the expenses is on the employment of subject specialists and other support staff on contract terms to develop the Depository. The estimated expenditures in this regard for 2010-11 and

2011-12 are \$8 million and \$11 million respectively. These represent 8% and 29% of the annual expenditures on the promotion of e-Learning in 2010-11 and 2011-12 respectively. 21 contract staff have been engaged for the Depository in 2010-11, but the number of contract staff will be reduced by five when the Depository for primary school subjects is completed in the 2011/12 school year.

- (c) The Government has disbursed a \$50 million one-off grant to public sector schools for procuring electronic resources to facilitate learning and teaching in 2010-11.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2011 _____





Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB231

Question Serial No.

3186

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 estimate of expenditure for the Information Technology Management Section in the Bureau:

- (a) What is the estimated expenditure for 2011-12? What is the increase/decrease as compared with the actual expenditure for 2010-11? What are the reasons for the changes in the above expenditure?
- (b) What are the specific work programmes mainly covered in the 2011-12 estimated expenditure? Which of these are on-going programmes and which are new programmes? What are the number of staff, cost and implementation timetable for each programme? As to the manpower involved in each programme, how many are civil servants, non-civil service contract (NCSC) staff and workers employed under outsourced service contracts respectively?
- (c) Is there any funding reserved for promoting e-engagement and access to public information? If yes, what are the specific contents, including the project names, details, manpower involved, cost and implementation timetable? If no, what are the reasons and whether the launch of such initiatives will be considered in future?
- (d) What are the number of permanent staff, existing staff strength and number of vacant posts in the Information Technology Management Section respectively? Is there any increase of manpower expected in the following year? If yes, how many posts are expected to be created? What are the ranks involved? Will these posts be permanent posts and filled by staff appointed on civil service terms? If manpower will not be increased, what are the reasons?
- (e) Is there a comprehensive review on the effectiveness of the Information Technology Management Section? If yes, what are the findings of the review? What are the specific improvement measures involved? If there is no review, what are the reasons and whether a review will be conducted in future?

Asked by : Hon. TAM Wai-ho, Samson

Reply :

- (a) The estimated expenditure for the Information Technology Management Division in 2011-12 is around \$50.2 million, which represents an increase of \$0.6 million or 1.2% over the estimated expenditure of \$49.6 million in 2010-11. The increase is mainly due to the provision of network support for the new office in the Central Government Complex at Tamar in August 2011.

- (b) The 2011-12 estimated expenditure is the recurrent expenditure for the operation and support maintenance of all the existing information technology infrastructure and computer applications in the Education Bureau (EDB). The broad breakdown of the estimated recurrent expenditure by major programme areas is as follows:

<b>Programme Area</b>	<b>Estimated Expenditure</b>	<b>Estimated Manpower Resources</b>
Support and maintenance for IT infrastructure and common services	\$24.7 million	Permanent civil service posts : 26 Contract staff : 276 man-months
Support and maintenance for internal computer application systems	\$13.4 million	Permanent civil service posts : 20.5 Contract staff : 252 man-months
Support and maintenance for Web-based School Administration and Management System in around 1 000 public sector schools	\$12.1 million	Permanent civil service posts : 13.5 Contract staff : 252 man-months

New projects are funded under Head 710 - Computerisation Subhead A007GX. The approved new projects in 2011-12 are as follows –

<b>Approved New Project</b>	<b>Estimated Expenditure</b>	<b>Estimated Additional Manpower Resources</b>	<b>Implementation Schedule</b>
Feasibility Study on revamping the existing mainframe computer information systems to right-sized platform	\$2.187 million	29 man-months outsourced contractor's staff	September 2010 – May 2011
Provision of IT facilities for the EDB Office in the Tamar Central Government Complex	\$4.4 million	20 man-months contract staff	August 2010 – September 2011

- (c) We are planning to revamp the EDB website to enhance its content, usability and accessibility for the general public and all the major stakeholders, including students, parents, teachers, principals and academics. The estimated expenditure for the redevelopment of the website with reference to the new information architecture is around \$0.8 million. One additional NCSC staff will be required from April 2011 to June 2012.
- (d) As at 28 February 2011, there are a total of 60 permanent civil service posts in the Information Technology Management Division. They are filled with no vacancy. One permanent civil service post at the rank of Clerical Assistant (CA) will be created in 2011-12 to phase out one agency clerk. The CA post will be filled by staff appointed on civil service terms.

- (e) The primary function of the Information Technology Management Division is to provide technical support services to all the existing IT infrastructure and computer applications in the EDB. We have in place an Information Management Steering Committee composed of directorate representatives from all branches with the Bureau, to oversee the IT development, prioritise new IT requirements, and ensure the overall effectiveness of the Division's support services.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB232

Question Serial No.

2039

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 mentioned in paragraph 133 of the 2011-12 Budget Speech, the Financial Secretary is concerned about the need for after-school homework guidance for students from low-income families and has earmarked \$110 million to launch a 3-year pilot programme in primary schools. Collaboration will be sought with local tertiary institutions to encourage and enlist tertiary students to provide after-school homework guidance. In this connection, will the Administration provide details on the implementation timetable for the pilot programme and the additional manpower required?

Asked by : Hon. TAM Yiu-chung

Reply :

In the 2011-12 Budget, the Financial Secretary has earmarked \$110 million to launch a three-year pilot programme to provide after-school homework guidance for primary students with financial and academic needs. The Education Bureau will consult relevant stakeholders such as the local tertiary institutions and schools on the implementation of the scheme.

Our initial plan is to collaborate with local tertiary institutions to encourage and enlist tertiary students, especially those students in full-time pre-service teacher training programmes and are interested in joining the teaching profession, as tutors. We also encourage institutions to provide training for potential tutors to enhance the effectiveness in the delivery of tutorial service. The pilot programme will target at primary schools with a high concentration of students receiving Comprehensive Social Security Assistance or full grant from the Student Financial Assistance Agency. Participating schools will be asked to invite students with financial and academic needs to join the programme. Tutors will provide after-school homework guidance in small groups at the primary schools. Tutors will receive allowances for their services.

This pilot programme complements other prevailing projects offering after-school support. This programme is also unique in achieving dual purposes for the benefit of not only the financially and academically needy students but also the tutors. To the students, the programme will help them strengthen the effectiveness of their learning and establish a sound foundation at an early stage. To the tutors who are primarily prospective teachers, the programme will broaden their exposure to teaching experiences and deepen their understanding of the educational needs of students.

We are working out the details of the programme (e.g. selection and matching of participating schools, tertiary institutions and tutors, hours and mode of tutorial service, tutor allowance, etc) in consultation with relevant stakeholders. We will consult the Legislative Council Panel on Education in due course. Subject to the funding support of Finance Committee of the Legislative Council, we plan to implement the programme in the 2011/12 school year.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 16 March 2011 _____

Examination of Estimates of Expenditure 2011-12

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

Reply Serial No.

**EDB233**

Question Serial No.

**2179**

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  
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide by disability type the number of disabled students currently studying in mainstream primary and secondary schools respectively. In 2011-12, what specific plans does the Government have regarding the provision of services and support to cater for their special learning needs? What is the estimated expenditure?

Asked by : Hon. TAM Yiu-chung

Reply :

The number of students with special educational needs (SEN) studying in public sector mainstream primary and secondary schools in the 2010/11 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	8 550	770	1 980	2 000	210	50	330	1 480
Secondary	6 430	810	780	1 250	230	90	450	230

In the 2011/12 school year, the Government will continue to provide additional resources and professional support for schools to help them cater for students with SEN through the Whole School Approach. The additional resources include Learning Support Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, additional teachers 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 extend the school-based educational psychology service (SBEPS) by phases so that more schools will receive the comprehensive SBEPS at the school system, teacher and student support levels. The estimated expenditure on the above ongoing support measures is about \$993.5 million for the

2011/12 school year. Furthermore, we plan to launch a three-year pilot project on the enhancement of support services for students with Autism Spectrum Disorders in primary and secondary schools from the 2011/12 school year. The total estimated expenditure on the pilot project is \$38 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB234

Question Serial No.

2180

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 2011-12, 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 2011-12, we have earmarked a total provision of \$37.8 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) for 16 industries, further developing the QF infrastructure, and providing financial assistance to the relevant stakeholders through the QF Support Schemes.

Specifically, we will continue to work closely with the 16 ITACs to complete the development of Specification of Competency Standards (SCS) and promote their wider application in developing training courses and human resource arrangement. We are also exploring with stakeholders of different industries, especially the four economic pillars and six priority industries, with a view to setting up more ITACs. 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.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB235**

Question Serial No.

2181

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

How many kindergartens are there operating with a co-located child care centre in the 2011/12 school year? What is the total amount of subsidies for these co-located child care centres?

Asked by : Hon. TAM Yiu-chung

Reply :

The information for the 2011/12 school year will only be available later this year after the commencement of the new school term. As at March 2011, there are 471 kindergartens operating with a co-located child care centre. The subsidies for the child care centre portions are as follows:

Scheme	Estimates for the 2010/11 school year (\$ million)
Refund of rent, rates and government rent for the child care centre portions:	45
Child Care Centre Subsidy Scheme:	14

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB236**

Question Serial No.

2182

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 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 2010/11 school year.

Asked by : Hon. TAM Yiu-chung

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 2010/11 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)	11 192	148 940	7.5%
Primary (Primary 1 – 6) (Note 4)	7 237	288 821	2.5%
Secondary (Secondary 1 – 7) (Note 4)	5 236	426 712	1.2%

Notes:

1. Figures refer to the position as at September of 2010.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools only. Figures do not include special schools.
5. The total number of students includes also those students who have not indicated any information on their spoken language at home in the annual Student Enrolment Survey.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB237**

Question Serial No.

2183

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 :

What is the relevant provision for schools designated for intensive support to cater for the needs of non-Chinese speaking (NCS) students in the 2011/12 school year? What is the average amount of provision per school? What are the new support measures?

Asked by : Hon. TAM Yiu-chung

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 for developing school-based measures and accumulating teaching experiences for dissemination to other schools admitting NCS students. The number of designated schools will be increased to 30 by the 2011/12 school year. The total estimated provision for designated schools in the 2011/12 school year amounts to about \$16.8 million with an average of about \$0.56 million per school.

In order to help NCS students in the learning of the Chinese Language, we have, as a three-year pilot project rolled out in the 2010/11 school year, provided funding to non-designated schools to put in place diversified after-school extended Chinese learning programmes for NCS students. Further, a pilot scheme on Workplace Chinese Language for NCS students is under planning 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. Detailed arrangements of the scheme will be worked out taking into account the views of different stakeholders.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB238**

Question Serial No.

2184

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 :

The Education Bureau offers opportunities for students to join Mainland exchange programmes and arranges professional development and exchange programmes for teachers. The Education Bureau strengthens the promotion of national education through synergising the efforts with non-governmental organisations through the Passing on the Torch national education activities platform. Regarding this, please provide the specific work plans, estimated expenditure of the programmes and number of participating students and teachers in 2011-12.

Asked by : Hon. TAM Yiu-chung

Reply :

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.

Professional development programmes are: “Basic Law Seminar” (「基本法教育」研討會), “New Senior Secondary Enriching Knowledge for the Liberal Studies Curriculum” (新高中通識教育科知識增益課程), “Hong Kong Teachers Mainland Exchange Programme” (「根脈相連」－香港教師內地交流計劃), and “National Day Visit to Beijing cum Professional Development Programme” (國慶訪京暨專業交流團), etc. Learning and teaching resources and materials will also be developed for the various subjects in support of the promotion of national education in schools.

The Mainland exchange programmes are: “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」), “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 on the Mainland for Junior Secondary and Upper Primary Students” (「同根同心」-香港初中及高小學生內地交流計劃), “Understanding our Motherland”

Sponsorship Programme” (「赤子情、中國心」), etc.

In 2011-12, the estimated expenditure for the above activities is \$95.7 million. Detailed breakdown is as follows:

	Estimated expenditure (\$ million)	Estimated number of student participants	Estimated number of teacher participants
Professional development programmes for teachers	7.6	N.A.	9 500
Learning and teaching resources and materials	30.1	N.A.	N.A.
Mainland exchange programmes and interflow activities for students and teachers	58	42 700	4 000

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB239**

Question Serial No.

2185

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 expenditure involved in promoting national education within and outside the school curriculum of primary and secondary schools in 2010-11 and 2011-12.

Asked by : Hon. TAM Yiu-chung

Reply :

Expenditure involved in promoting national education within and outside the school curriculum of primary and secondary schools in 2010-11 and 2011-12 is \$78.6 million and \$95.7 million respectively. The expenditure includes cost for running professional development programmes for teachers, developing learning and teaching resources, and organising cross-border students' and teachers' interflow and exchange activities.

Detailed breakdown of the expenditure is as follows –

	Estimated expenditure for 2010-11 (\$ million)	Estimated expenditure for 2011-12 (\$ million)
Primary schools	26.8	28.8
Secondary schools	51.8	66.9
Total	78.6	95.7

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB240**

Question Serial No.

2186

Head : 156 Government Secretariat: Subhead (No. & title) :  
Education Bureau 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 (by type) 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 March 2011, 341 aided schools operated by 70 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 42.5, 39.9 and 28.3 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 \_\_\_\_\_ 11 March 2011



**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  
BUI O PUBLIC SCHOOL  
CANOSSA PRIMARY SCHOOL  
CANOSSA PRIMARY SCHOOL (SAN PO KONG)  
CANOSSA SCHOOL (HONG KONG)  
CASTLE PEAK CATHOLIC PRIMARY SCHOOL  
CATHOLIC MISSION SCHOOL  
CENTRAL & WESTERN DISTRICT ST. ANTHONY'S SCHOOL  
CHAI WAN KOK CATHOLIC PRIMARY SCHOOL  
CHAN SUI KI (LA SALLE) PRIMARY SCHOOL  
CHEUNG CHAU SACRED HEART SCHOOL  
CHINESE METHODIST SCHOOL (NORTH POINT)  
CHINESE METHODIST SCHOOL, TANNER HILL  
CHINESE Y.M.C.A. PRIMARY SCHOOL  
CHO YIU CATHOLIC PRIMARY SCHOOL  
CHOI WAN ST JOSEPH'S PRIMARY SCHOOL  
CHRISTIAN & MISSIONARY ALLIANCE CHUI CHAK LAM MEMORIAL SCHOOL  
CHRISTIAN & MISSIONARY ALLIANCE SUN KEI PRIMARY SCHOOL  
DIOCESAN PREPARATORY SCHOOL  
FONG SHU FOOK TONG FOUNDATION FONG SHU CHUEN PRIMARY SCHOOL  
FR. CUCCHIARA MEMORIAL SCHOOL  
GENERAL CHAMBER OF COMMERCE & INDUSTRY OF THE TUNG KUN DISTRICT CHEONG WONG WAI PRIMARY SCHOOL  
GOOD COUNSEL CATHOLIC PRIMARY SCHOOL  
GRANTHAM COLLEGE OF EDUCATION PAST STUDENTS' ASSOCIATION WHAMPOA PRIMARY SCHOOL  
HEEP YUNN PRIMARY SCHOOL  
HOLY ANGELS CANOSSIAN SCHOOL  
HOLY CARPENTER PRIMARY SCHOOL  
HOLY FAMILY CANOSSIAN SCHOOL  
HOLY FAMILY CANOSSIAN SCHOOL (KOWLOON TONG)  
HOLY FAMILY SCHOOL  
IMMACULATE HEART OF MARY SCHOOL  
IU SHAN SCHOOL  
JORDAN VALLEY ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL  
KA LING SCHOOL OF THE PRECIOUS BLOOD

KING LAM CATHOLIC PRIMARY SCHOOL  
KOWLOON BAY ST. JOHN THE BAPTIST CATHOLIC PRIMARY SCHOOL  
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  
NG CLAN'S ASSOCIATION TAI PAK MEMORIAL SCHOOL  
NORTH POINT METHODIST PRIMARY SCHOOL  
OBLATE PRIMARY SCHOOL  
OUR LADY OF CHINA CATHOLIC PRIMARY SCHOOL  
PAK TIN CATHOLIC PRIMARY SCHOOL  
PENTECOSTAL GIN MAO SHENG PRIMARY SCHOOL  
PENTECOSTAL YU LEUNG FAT PRIMARY SCHOOL  
PING SHEK ESTATE CATHOLIC PRIMARY SCHOOL  
PO LEUNG KUK CHAN YAT PRIMARY SCHOOL  
PO LEUNG KUK LEUNG CHOW SHUN KAM PRIMARY SCHOOL  
PO LEUNG KUK STANLEY HO SAU NAN PRIMARY SCHOOL  
PO LEUNG KUK VICWOOD K.T. CHONG NO.2 PRIMARY SCHOOL  
PO ON COMMERCIAL ASSOCIATION WAN HO KAN PRIMARY SCHOOL  
PO YAN CATHOLIC PRIMARY SCHOOL  
PRECIOUS BLOOD PRIMARY SCHOOL  
PRECIOUS BLOOD PRIMARY SCHOOL (WAH FU ESTATE)  
PRICE MEMORIAL CATHOLIC PRIMARY SCHOOL  
PUI LING SCHOOL OF THE PRECIOUS BLOOD  
PUI TAK CANOSSIAN PRIMARY SCHOOL  
PUN U ASSOCIATION WAH YAN PRIMARY SCHOOL  
S.K.H. CHAI WAN ST. MICHAEL'S PRIMARY SCHOOL  
S.K.H. CHI FU CHI NAM PRIMARY SCHOOL  
S.K.H. CHING SHAN PRIMARY SCHOOL  
S.K.H. CHU OI PRIMARY SCHOOL  
S.K.H. CHU OI PRIMARY SCHOOL (LEI MUK SHUE)  
S.K.H. CHU YAN PRIMARY SCHOOL  
S.K.H. FUNG KEI MILLENNIUM PRIMARY SCHOOL

S.K.H. FUNG KEI PRIMARY SCHOOL  
S.K.H. GOOD SHEPHERD PRIMARY SCHOOL  
S.K.H. HO CHAK WAN PRIMARY SCHOOL  
S.K.H. HOLY SPIRIT PRIMARY SCHOOL (SHATIN)  
S.K.H. KA FUK WING CHUN PRIMARY SCHOOL  
S.K.H. KAM TIN ST. JOSEPH'S PRIMARY SCHOOL  
S.K.H. KEI FOOK PRIMARY SCHOOL  
S.K.H. KEI HIN PRIMARY SCHOOL  
S.K.H. KEI LOK PRIMARY SCHOOL  
S.K.H. KEI OI PRIMARY SCHOOL  
S.K.H. KEI 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  
ST. TERESA'S SCHOOL  
SUN FONG CHUNG 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 ENDEAVOURERS LEUNG LEE SAU YU MEMORIAL PRIMARY SCHOOL  
THE LITTLE FLOWER'S CATHOLIC PRIMARY SCHOOL  
TIN SHUI WAI CATHOLIC PRIMARY SCHOOL  
TIN SHUI WAI METHODIST PRIMARY SCHOOL  
TSEUNG KWAN O CATHOLIC PRIMARY SCHOOL  
TSEUNG KWAN O METHODIST PRIMARY SCHOOL  
TSUEN WAN CATHOLIC PRIMARY SCHOOL  
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)  
YAUMATI KAIFONG ASSOCIATION SCHOOL

Aided Secondary Schools

ABERDEEN TECHNICAL SCHOOL  
BUDDHIST TAI KWONG MIDDLE SCHOOL  
CANOSSA COLLEGE  
CARITAS CHAI WAN MARDEN FOUNDATION SECONDARY SCHOOL  
CARITAS CHAN CHUN HA FIELD STUDIES CENTRE  
CARITAS CHONG YUET MING SECONDARY SCHOOL  
CARITAS FANLING CHAN CHUN HA SECONDARY SCHOOL  
CARITAS MA ON SHAN SECONDARY SCHOOL  
CARITAS ST. JOSEPH SECONDARY SCHOOL  
CARITAS TUEN MUN MARDEN FOUNDATION SECONDARY SCHOOL  
CARITAS WU CHENG-CHUNG SECONDARY SCHOOL  
CARITAS YUEN LONG CHAN CHUN HA SECONDARY SCHOOL  
CARMEL PAK U SECONDARY SCHOOL  
CATHOLIC MING YUEN SECONDARY SCHOOL  
CHAN SUI KI (LA SALLE) COLLEGE  
CHEUNG SHA WAN CATHOLIC SECONDARY SCHOOL  
CHOI HUNG ESTATE CATHOLIC SECONDARY SCHOOL  
CHONG GENE HANG COLLEGE  
CHRISTIAN & MISSIONARY ALLIANCE SUN KEI SECONDARY SCHOOL  
DAUGHTERS OF MARY HELP OF CHRISTIANS SIU MING CATHOLIC  
SECONDARY SCHOOL  
DE LA SALLE SECONDARY SCHOOL N T  
FORTRESS HILL METHODIST SECONDARY SCHOOL  
GENERAL CHAMBER OF COMMERCE AND INDUSTRY OF THE TUNG KUN  
DISTRICT LAU PAK LOK SECONDARY SCHOOL  
HEEP YUNN SCHOOL  
HOLY CARPENTER SECONDARY SCHOOL  
HOLY FAMILY CANOSSIAN COLLEGE  
HOLY TRINITY COLLEGE  
HONG KONG & KOWLOON CHIU CHOW PUBLIC ASSOCIATION MA CHUNG  
SUM SECONDARY SCHOOL  
HONG KONG & KOWLOON CHIU CHOW PUBLIC ASSOCIATION  
SECONDARY SCHOOL  
HONG KONG SHENG KUNG HUI BISHOP HALL SECONDARY SCHOOL  
HONG KONG TANG KING PO COLLEGE  
IMMACULATE HEART OF MARY COLLEGE  
KIT SAM LAM BING YIM SECONDARY SCHOOL  
KOWLOON TRUE LIGHT MIDDLE SCHOOL  
KWAI CHUNG METHODIST COLLEGE  
KWOK TAK SENG CATHOLIC SECONDARY SCHOOL  
KWUN TONG MARYKNOLL COLLEGE  
LA SALLE COLLEGE

LAI KING CATHOLIC SECONDARY SCHOOL  
LEE KAU YAN MEMORIAL SCHOOL  
LEUNG SHEK CHEE COLLEGE  
LINGNAN DR. CHUNG WING KWONG MEMORIAL SECONDARY SCHOOL  
LINGNAN HANG YEE MEMORIAL SECONDARY SCHOOL  
LINGNAN SECONDARY SCHOOL  
LIU PO SHAN MEMORIAL COLLEGE  
MA ON SHAN ST. JOSEPH'S SECONDARY SCHOOL  
MADAM LAU KAM LUNG SECONDARY SCHOOL OF MIU FAT BUDDHIST  
MONASTERY  
MARYKNOLL CONVENT SCHOOL (SECONDARY SECTION)  
MARYKNOLL FATHERS' SCHOOL  
MARYMOUNT SECONDARY SCHOOL  
METHODIST COLLEGE  
MFBM CHAN LUI CHUNG TAK MEMORIAL COLLEGE  
NAM WAH CATHOLIC SECONDARY SCHOOL  
NEWMAN CATHOLIC COLLEGE  
NG WAH CATHOLIC SECONDARY SCHOOL  
NING PO COLLEGE  
NING PO NO.2 COLLEGE  
NOTRE DAME COLLEGE  
OUR LADY OF THE ROSARY COLLEGE  
OUR LADY'S COLLEGE  
PENTECOSTAL LAM HON KWONG SCHOOL  
PENTECOSTAL SCHOOL  
PO CHIU CATHOLIC SECONDARY SCHOOL  
PO LEUNG KUK 1984 COLLEGE  
PO LEUNG KUK CENTENARY LI SHIU CHUNG MEMORIAL COLLEGE  
PO LEUNG KUK LEE SHING PIK COLLEGE  
PO LEUNG KUK MRS MA KAM MING-CHEUNG FOOK SIEN COLLEGE  
PO LEUNG KUK TANG YUK TIEN COLLEGE  
PO LEUNG KUK TONG NAI KAN JUNIOR SECONDARY COLLEGE  
PO LEUNG KUK VICWOOD K.T. CHONG SIXTH FORM COLLEGE  
PO LEUNG KUK YAO LING SUN COLLEGE  
PO ON COMMERCIAL ASSOCIATION WONG SIU CHING SECONDARY  
SCHOOL  
POPE PAUL VI COLLEGE  
PRECIOUS BLOOD SECONDARY SCHOOL  
PUI CHING MIDDLE SCHOOL  
PUI SHING CATHOLIC SECONDARY SCHOOL  
PUI TAK CANOSSIAN COLLEGE  
PUI YING SECONDARY SCHOOL  
RAIMONDI COLLEGE  
ROSARYHILL SCHOOL  
S.K.H. CHAN YOUNG SECONDARY SCHOOL  
S.K.H. LAM WOO MEMORIAL SECONDARY SCHOOL  
S.K.H. LEUNG KWAI YEE SECONDARY SCHOOL

S.K.H. ST. MARY'S CHURCH MOK HING YIU COLLEGE  
S.K.H. ST. SIMON'S LUI MING CHOI SECONDARY SCHOOL  
SACRED HEART CANOSSIAN COLLEGE  
SAI KUNG SUNG TSUN CATHOLIC SCHOOL (SECONDARY SECTION)  
SALESIAN ENGLISH SCHOOL  
SALESIANS OF DON BOSCO NG SIU MUI SECONDARY SCHOOL  
SHA TIN METHODIST COLLEGE  
SHATIN PUI YING COLLEGE  
SHEK LEI CATHOLIC SECONDARY SCHOOL  
SHENG KUNG HUI BISHOP BAKER SECONDARY SCHOOL  
SHENG KUNG HUI BISHOP MOK SAU TSENG SECONDARY SCHOOL  
SHENG KUNG HUI HOLY TRINITY CHURCH SECONDARY SCHOOL  
SHENG KUNG HUI KEI HAU SECONDARY SCHOOL  
SHENG KUNG HUI LAM KAU MOW SECONDARY SCHOOL  
SHENG KUNG HUI LI PING SECONDARY SCHOOL  
SHENG KUNG HUI LUI MING CHOI SECONDARY SCHOOL  
SHENG KUNG HUI ST. BENEDICT'S SCHOOL  
SHENG KUNG HUI TANG SHIU KIN SECONDARY SCHOOL  
SHENG KUNG HUI TSANG SHIU TIM SECONDARY SCHOOL  
SHENG KUNG HUI TSOI KUNG PO SECONDARY SCHOOL  
SHUN LEE CATHOLIC SECONDARY SCHOOL  
SHUNG TAK CATHOLIC ENGLISH COLLEGE  
SING YIN SECONDARY SCHOOL  
SKH LI FOOK HING SECONDARY SCHOOL  
ST STEPHEN'S GIRLS' COLLEGE  
ST. ANTONIUS GIRLS' COLLEGE  
ST. BONAVENTURE COLLEGE AND HIGH SCHOOL  
ST. CATHARINE'S SCHOOL FOR GIRLS, KWUN TONG  
ST. CLARE'S GIRLS' SCHOOL  
ST. FRANCIS' CANOSSIAN COLLEGE  
ST. FRANCIS OF ASSISI'S COLLEGE  
ST. FRANCIS XAVIER'S COLLEGE  
ST. FRANCIS XAVIER'S SCHOOL, TSUEN WAN  
ST. JOAN OF ARC SECONDARY SCHOOL  
ST. JOSEPH'S ANGLO-CHINESE SCHOOL  
ST. JOSEPH'S COLLEGE  
ST. LOUIS SCHOOL  
ST. MARK'S SCHOOL  
ST. MARY'S CANOSSIAN COLLEGE  
ST. PAUL'S SCHOOL (LAM TIN)  
ST. PAUL'S SECONDARY SCHOOL  
ST. PETER'S SECONDARY SCHOOL  
ST. ROSE OF LIMA'S COLLEGE  
ST. STEPHEN'S CHURCH COLLEGE  
ST. TERESA SECONDARY SCHOOL  
SUNG LAN MIDDLE SCHOOL

TAK NGA SECONDARY SCHOOL  
TAK OI SECONDARY SCHOOL  
TANG KING PO SCHOOL  
THE BISHOP HALL JUBILEE SCHOOL  
THE METHODIST CHURCH HONG KONG WESLEY COLLEGE  
THE METHODIST LEE WAI LEE COLLEGE  
TIN SHUI WAI METHODIST COLLEGE  
TRUE LIGHT GIRLS' COLLEGE  
TUEN MUN CATHOLIC SECONDARY SCHOOL  
TUNG CHUNG CATHOLIC SCHOOL  
VALTORTA COLLEGE  
WA YING COLLEGE  
WAH YAN COLLEGE, HONG KONG  
WAH YAN COLLEGE, KOWLOON  
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  
EBENEZER NEW HOPE SCHOOL  
EBENEZER SCHOOL  
HAVEN OF HOPE SUNNYSIDE SCHOOL  
MARY ROSE SCHOOL  
MARYCOVE SCHOOL  
PO LEUNG KUK CENTENARY SCHOOL  
PO LEUNG KUK LAW'S FOUNDATION SCHOOL  
PO LEUNG KUK MR. & MRS. CHAN PAK KEUNG TSING YI SCHOOL  
PO LEUNG KUK YU LEE MO FAN MEMORIAL SCHOOL  
THE MENTAL HEALTH ASSOCIATION OF HONG KONG - CORNWALL  
SCHOOL



**Breakdown by SSB and school type of the number of schools  
which have yet to apply for the establishment of IMCs**

<b>Name of Sponsoring Body</b>	<b>School Type</b>	<b>Not yet apply</b>
ANGLICAN (HONG KONG) PRIMARY SCHOOLS COUNCIL LIMITED	Aided Primary	46
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>46</b>
ANGLICAN (HONG KONG) SECONDARY SCHOOLS COUNCIL LIMITED	Aided Primary	0
	Aided Secondary	23
	Aided Special	0
	<b>Total</b>	<b>23</b>
BUI O PUBLIC SCHOOL MANAGEMENT COMMITTEE	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
CARITAS - HONG KONG	Aided Primary	0
	Aided Secondary	9
	Aided Special	6
	<b>Total</b>	<b>15</b>
CATHOLIC FOREIGN MISSION SOCIETY OF AMERICA, INC	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
CHRIST CHURCH	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	<b>Total</b>	<b>1</b>
CHRISTIAN & MISSIONARY ALLIANCE CHURCH UNION HONG KONG LIMITED	Aided Primary	2
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>3</b>
CHUN TOK SCHOOL	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	<b>Total</b>	<b>1</b>
CHURCH BODY OF THE HONG KONG SHENG KUNG HUI	Aided Primary	2
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>3</b>
CHURCH OF THE GOOD SHEPHERD	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>

<b>Name of Sponsoring Body</b>	<b>School Type</b>	<b>Not yet apply</b>
DIVINE WORD MISSIONARIES	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
EAST ASIAN EDUCATIONAL ASSOCIATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
EVANGELICAL SCHOOL DEVELOPMENT INCORPORATION LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
FONG SHU FOOK TONG FOUNDATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
GENERAL CHAMBER OF COMMERCE AND INDUSTRY OF THE TUNG KUN DISTRICT	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
GRANTHAM COLLEGE OF EDUCATION PAST STUDENTS' ASSOCIATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
HAVEN OF HOPE CHRISTIAN SERVICE	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	<b>Total</b>	<b>1</b>
HKCLC EDUCATION INSTITUTE COMPANY LIMITED	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
HONG KONG & KOWLOON CHIU CHOW PUBLIC ASSOCIATION	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>2</b>
HONG KONG & KOWLOON KAIFONG WOMEN'S ASSOCIATION LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
HONG KONG ANGLICAN CHURCH	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>

Name of Sponsoring Body	School Type	Not yet apply
HONG KONG PROVINCE FRANCISCAN MISSIONARY SISTERS OF OUR LADY OF SORROWS	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
KOWLOON PENTECOSTAL CHURCH LIMITED	Aided Primary	2
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>4</b>
LES SOEURS MISSIONNAIRES DE L'IMMACULEE CONCEPTION	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
LINGNAN EDUCATION ORGANIZATION LIMITED	Aided Primary	0
	Aided Secondary	3
	Aided Special	0
	<b>Total</b>	<b>3</b>
LIU PO SHAN EDUCATION FOUNDATION LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
MARYKNOLL CONVENT SCHOOL FOUNDATION LIMITED	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
MISSIONARY SISTERS OF OUR LADY OF THE ANGELS	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
MISSIONARY SISTERS OF THE IMMACULATE (P.I.M.E. SISTERS) HONG KONG	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
MIU FAT BUDDHIST MONASTERY	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>2</b>
NG CLAN'S ASSOCIATION	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
NING PO RESIDENTS ASSOCIATION (HONG KONG) LIMITED	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>2</b>

<b>Name of Sponsoring Body</b>	<b>School Type</b>	<b>Not yet apply</b>
PO LEUNG KUK	Aided Primary	4
	Aided Secondary	8
	Aided Special	4
	<b>Total</b>	<b>16</b>
PO ON COMMERCIAL ASSOCIATION NON-PROFIT MAKING SCHOOLS LIMITED	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
SHEKWU PUBLIC SCHOOL LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
SKH HOLY CARPENTER CHURCH	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
SOCIETY OF ST. FRANCIS DE SALES	Aided Primary	5
	Aided Secondary	6
	Aided Special	0
	<b>Total</b>	<b>11</b>
SUNG LAN MIDDLE SCHOOL	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
TAI KWONG YUEN LIMITED	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
TATA BUDDHIST ASSOCIATION, THE	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE BAPTIST CONVENTION OF HONG KONG	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE CATHOLIC DIOCESE OF HONG KONG	Aided Primary	53
	Aided Secondary	26
	Aided Special	0
	<b>Total</b>	<b>79</b>
THE CHINESE SISTERS OF THE IMMACULATE CONCEPTION	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>

Name of Sponsoring Body	School Type	Not yet apply
THE CONGREGATION OF THE IMMACULATE HEART OF MARY SCHEUT MISSION HONG KONG LIMITED	Aided Primary	2
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>4</b>
THE COUNCIL OF HEEP YUNN SCHOOL	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
THE DIOCESAN PREPARATORY SCHOOL COUNCIL	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE DIRECTOR IN HONG KONG OF ST. JOSEPH'S COLLEGE	Primary	3
	Aided Secondary	5
	Aided Special	0
	<b>Total</b>	<b>8</b>
THE DIRECTORS OF THE CHINESE YOUNG MEN'S CHRISTIAN ASSOCIATION OF HONG KONG	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE EBENEZER SCHOOL AND HOME FOR THE VISUALLY IMPAIRED LIMITED	Aided Primary	0
	Aided Secondary	0
	Aided Special	2
	<b>Total</b>	<b>2</b>
THE ENDEAVOURERS, HONG KONG	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE HONG KONG COUNCIL OF THE CHURCH OF CHRIST IN CHINA	Aided Primary	0
	Aided Secondary	4
	Aided Special	0
	<b>Total</b>	<b>4</b>
THE MENTAL HEALTH ASSOCIATION OF HONG KONG	Aided Primary	0
	Aided Secondary	0
	Aided Special	1
	<b>Total</b>	<b>1</b>
THE METHODIST CHURCH, HONG KONG	Aided Primary	11
	Aided Secondary	8
	Aided Special	0
	<b>Total</b>	<b>19</b>
THE MINISTER IN HONG KONG OF THE ORDER OF FRIARS MINOR	Aided Primary	3
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>5</b>

<b>Name of Sponsoring Body</b>	<b>School Type</b>	<b>Not yet apply</b>
THE MISSIONARY SISTERS OF THE IMMACULATE HEART OF MARY LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE MOTHER PROVINCIAL OF THE DAUGHTERS OF MARY HELP OF CHRISTIANS (HONG KONG)	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>2</b>
THE MOTHER SUPERIOR IN HONG KONG OF THE FRANCISCAN MISSIONARIES OF MARY	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
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
	<b>Total</b>	<b>1</b>
THE MOTHER SUPERIOR OF THE SOEURS DE SAINT PAUL DE CHARTRES (HONG KONG)	Aided Primary	1
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>3</b>
THE MOTHER SUPERIORESS OF THE DAUGHTERS OF CHARITY OF THE CANOSSIAN INSTITUTE (HONG KONG)	Aided Primary	10
	Aided Secondary	6
	Aided Special	0
	<b>Total</b>	<b>16</b>
THE OBLATES OF MARY IMMACULATE HONG KONG	Aided Primary	2
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>3</b>
THE PROCURATOR IN HONG KONG FOR THE DOMINICAN MISSIONS IN THE FAR EAST	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE PROCURATOR IN HONG KONG OF THE ENGLISH ASSISTANCY OF THE JESUIT ORDER	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>2</b>
THE PUN U DISTRICT ASSOCIATION OF HONG KONG	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE SISTERS ANNOUNCERS OF THE LORD	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>2</b>

<b>Name of Sponsoring Body</b>	<b>School Type</b>	<b>Not yet apply</b>
THE SISTERS OF THE IMMACULATE HEART OF MARY	Aided Primary	0
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>1</b>
THE ST STEPHEN'S GIRLS' COLLEGE COUNCIL	Aided Primary	1
	Aided Secondary	1
	Aided Special	0
	<b>Total</b>	<b>2</b>
THE SUPERIORESS OF THE SISTERS OF THE PRECIOUS BLOOD	Aided Primary	5
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>7</b>
THE VISITOR IN HONG KONG OF THE INSTITUTE OF THE MARIST BROTHERS (THE SCHOOLS)	Aided Primary	0
	Aided Secondary	2
	Aided Special	0
	<b>Total</b>	<b>2</b>
YAUMATI KAI FONG WELFARE ADVANCEMENT ASSOCIATION LIMITED	Aided Primary	1
	Aided Secondary	0
	Aided Special	0
	<b>Total</b>	<b>1</b>
<b>Total</b>		<b>341</b>

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB241**

Question Serial No.

2187

Head : 156 Government Secretariat:  
Education Bureau

Subhead (No. & title) :

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the implementation of the school-based after-school learning and support programmes in the 2011/12 school year, what are the estimated manpower and expenditure involved? Please give a breakdown by primary education, secondary education and special education.

Asked by : Hon. TAM Yiu-chung

Reply :

The administration of the School-based After-school Learning and Support Programmes (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 \_\_\_\_\_ 11 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB242**

Question Serial No.

2421

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 :

It is mentioned in the matters requiring special attention that the Administration will “continue the implementation of small class teaching in public sector primary schools which has started from the primary 1 cohort of students since the 2009/10 school year”. Will the Administration inform this Committee of: since the implementation of the above measure, the number and percentage of public sector primary schools participating in the scheme; the districts with less schools participating in the scheme; and when it expects all public sector primary schools to implement small class teaching.

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

The number of public sector primary schools implementing small class teaching (SCT) has increased from 301 (65%) in the 2009/10 school year to 318 (70%) in the 2010/11 school year and 334 (73%) in the 2011/12 school year. The number of schools by district with breakdown of schools implementing SCT in the 2009/10, 2010/11 and 2011/12 school years are tabulated at Annex.

Since the announcement of the implementation of SCT in 2007, the Administration has indicated that we need to take into account practical circumstances such as the availability of classrooms to meet the demand for school places in individual school nets and the supply of trained teachers to support this policy initiative, as well as the wishes and needs of schools, parents and students. In fact, during consultation to prepare for the launch of SCT implementation, the majority of the stakeholders have agreed that an across-the-board approach requiring all schools to reduce their class size should be avoided. Hence, we should be pragmatic and flexible and respect schools' professional decision of using alternative school-based measures to enhance the quality of learning and teaching.

As revealed in the Study on SCT in primary schools in Hong Kong, a small class setting alone would not necessarily bring about improvement in learning and teaching. It is crucial for schools and teachers to consider how to better utilise a small class setting and this involves a paradigm shift in pedagogy. We are committed to the implementation of SCT in primary schools and have undertaken to continue investing resources for sustaining its implementation in future years to come. To facilitate the planning of school places and the provision of support to schools, we will continue the practice of approaching schools yet to implement SCT to ascertain their readiness in March every year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

11 March 2011

Annex

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	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]
Wan Chai [Net 12]	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]
Southern [Net 18]	12	9 [75]	12	9 [75]	11	9 [81.8]
Yau Tsim Mong [Net 31 & 32]	20	0 [0]	19	4 [21.1]	19	8 [42.1]
Sham Shui Po [Net 40]	21	0 [0]	21	4 [19]	21	8 [38.1]
Kowloon City [Net 34, 35 & 41]	33	19 [57.6]	33	21 [63.6]	33	23 [69.7]
Wong Tai Sin [Net 43 & 45]	27	22 [81.5]	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]
Sai Kung [Net 95]	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]
Tai Po [Net 84]	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]
Yuen Long [Net 72, 73 & 74]	45	39 [86.7]	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]
Tsuen Wan [Net 62]	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]
Islands [Net 96, 97, 98 & 99]	16	13 [81.3]	16	14 [87.5]	16	15 [93.8]

Note :

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

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB243**

Question Serial No.

2422

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 :

Under the "Matters Requiring Special Attention in 2011-12", it is stated that the Education Bureau will continue to provide teacher training and develop resource materials to support the implementation of the new senior secondary academic structure. Please provide details of the specific measures and the expenditure involved.

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

The estimated expenditures for teacher training and development of resource materials in support of the implementation of the new senior secondary (NSS) academic structure in 2011-12 are about \$28.5 million and \$2.7 million respectively.

Regarding teacher training, the expenditure will be spent mainly on training on NSS subjects for new teachers joining the teaching profession after 2010-11, and for serving teachers on effective learning and teaching, such as methodologies on assessment for learning, catering for learner diversity, and the sharing of good practices. Based on the available data of training needs of teachers, the Education Bureau (EDB) will provide about 200 training programmes (with about 30 000 training places) before September 2011. The estimated number of training programmes from September 2011 to March 2012 is about 290 (with about 43 000 training places). The numbers will be adjusted based on the result of a training need survey to be conducted in April 2011. This survey will collect further information on training needs of serving teachers as well as new teachers who have not yet received training in the NSS subjects for the 2011/12 school year and beyond. The total numbers of training programmes and training places in 2011-12 are therefore 490 and 73 000 respectively.

To support learning and teaching in schools, different resources on equipping teachers with effective teaching strategies and conducting School-based Assessment to improve student learning have been and will continue to be produced in 2011-12. There will also be continuous updating of learning and teaching resources to facilitate the effective learning and teaching of NSS subjects.

The funding requirements referred above cover largely the costs of commissioning projects on teacher training and resource development. The manpower requirements for teacher training and resources development within EDB will be absorbed by the existing staff establishment of EDB.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB244**

Question Serial No.

2423

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 "Matter Requiring Special Attention", it is stated that the Education Bureau will "continue to improve the learning and teaching of the English Language in primary schools". Will the Administration inform us of the details of the above initiative, the expenditure involved in the past two years (i.e. the 2009/10 and 2010/11 school years), whether review has been carried out to assess its effectiveness and if yes, what are the findings?

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

In 2011-12, we will continue to implement the following support measures to improve the teaching and learning of the English Language in primary schools. The total expenditure for the initiatives for the 2009/10 school year was \$431.9 million and the estimated expenditure for the 2010/11 school year is \$482.1 million.

<b>A. Grants to schools</b>		
*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>B. School-based support</b>		
*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).

<b>C. Professional development</b>		
+1.	Supply teachers to schools to release teachers to study tailor-made courses	To facilitate the release of primary school English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications.
*2.	Overseas Immersion Programme for English Language Teachers in Primary Schools in Hong Kong	To subsidise (i) English Language teachers of primary schools to participate in overseas courses to improve their language proficiency, English Language curriculum planning and teaching skills; (ii) principals of primary schools to participate in overseas courses to improve English Language curriculum planning and implementation.
*3.	Professional Development Incentive Grant Scheme for language teachers	To encourage serving language teachers who joined the profession before the 2004/05 school year to upgrade their professional qualifications in English Language.
+4.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Upon graduation, awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years, depending on the type of programmes pursued.
5.	Professional development programmes	To help schools to implement the English Language curriculum more effectively, different professional development programmes, including self-run and commissioned ones, are conducted.
6.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on reading, writing, listening and creativity).
<b>D. Creating a facilitating environment for English learning</b>		
1.	Primary Native-speaking English Teacher (NET) Scheme	To enrich the English Language environment and add authenticity to the context in which Hong Kong students learn and use English. In general, each public sector primary school with six or more operating classes is provided with a NET, irrespective of the student enrolment.
#*2.	English Alliance – Stories Alive	To build on the learning experiences gained in the Drama-in-Education English Alliance. Through storytelling in the teaching and learning of English Language at lower and upper primary level, this initiative aims to raise students' interest in English Language and to enhance their language skills.

#*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

# Launched in the 2010/11 school year

Upon completion of project, schools are required to submit reports to the Government and which reports should include an evaluation of the effectiveness of the projects in terms of the targets achieved. As school-based measures under the scheme had been implemented only since last September, no evaluation report has yet been submitted. For school-based support measures, schools are also required to provide feedback on the support services on teacher development and curriculum development. Feedback received to date has been positive with ratings in all the aspects on the upper end of the scale. For measures on professional development of teachers, we have conducted monitoring visits while programme providers have submitted evaluation reports on the effectiveness of the programmes. We have also monitored changes in the professional qualifications of English Language teachers which have shown a steady rising trend over the years. The evaluation report of the NET Scheme released in 2007 has affirmed its positive impact to students. For other projects on creating an English Language environment which have just been launched, questionnaire surveys, focus group meetings, visits to project activities, etc., will be conducted to gauge effectiveness and identify good practices.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB245**

Question Serial No.

2424

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 :

It is mentioned in the matters requiring special attention that the Administration will “launch a three-year pilot scheme to develop major support strategies for improving autistic students’ communication, emotion management and learning skills.” Would the Administration please inform this Committee of the specific details, expenditure and manpower involved in the pilot scheme?

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise (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 will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover about 40% of the students with ASD, which means approximately 800 primary and 300 secondary school students. For part (b) of the project, about 30 primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. As the pilot schools will need to create room for the teachers to develop and try out the assessment tools and intervention strategies, as well as consolidate their knowledge and experience in an operation manual for dissemination to all primary schools in Hong Kong at the completion of the project, we will provide additional funding for the schools to employ teaching assistants during the piloting period. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the professionals and service providers.

The estimated expenditure for the three-year pilot project is \$38 million.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB246**

Question Serial No.

2425

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 the section on "Matters Requiring Special Attention", it is stated that 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". Would the Administration inform this Committee of the latest progress of its work on international school development? How many international schools are expected to be completed in the next five years?

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

The Government is committed to supporting the development of a vibrant international school sector to meet the needs of the community. All of the four existing international schools that have been allocated vacant school premises to facilitate expansion will come into operation in the premises by the 2011/12 school year. As to the four international schools which have been allocated greenfield sites in 2009, all of these school projects are expected to complete within the next five years, with two of them commencing operation in as early as the 2012/13 school year. We expect that some 5 000 additional international school places will be provided in the coming few years.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB247**

Question Serial No.

2426

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 :

Has the Administration ever assessed the recurrent expenditure on implementing 15-year free education? If yes, what are the findings?

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

At present, there is a very wide range of school fees, teacher qualifications, standards of premises and foci of services within the pre-primary education sector and this makes an estimation of the recurrent expenditure of 15-year free education fraught with difficulties. What is more important, however, is that the Administration considers it prudent to build on what the Pre-primary Education Voucher Scheme (PEVS) has achieved, having regard to the vitality and diversity of the kindergarten education system as well as the enhanced parental choice and quality assurance that the PEVS has brought about.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB248**

Question Serial No.

2427

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under the "Brief Description", it is stated that "apart from providing school places for newly-arrived children and young people, the Bureau also provides them with Induction Programmes through non-governmental organisations and full-time Initiation Programmes before they enrol in mainstream schools. Schools which admitted newly-arrived students also receive grants from the Bureau for organising school-based support programmes to help these children integrate into the local education system." Please provide the details of the above measures, the names of the non-governmental organisations (NGOs) participating in the programmes and the expenditure on providing grants to the NGOs.

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

Newly-arrived children and young people can choose to attend Initiation Programmes prior to joining mainstream schools. Initiation Programmes are 6-month full-time programmes aiming to enhance the learning experience of the newly-arrived children and young people in a real classroom environment, help them adjust to the local society, and foster their personal development before they are placed in mainstream schools.

If newly-arrived children and young people choose to enrol in mainstream schools direct, they can also attend Induction Programmes in parallel. The Induction Programmes are 60-hour programmes run by NGOs which aim to help these students to cope with adjustment problems and learning difficulties which they may encounter when they newly join the local education system. The list of NGOs running the Induction Programmes in 2010-11 is at the Appendix. The estimated expenditure for funding NGOs to provide the Induction Programmes in 2011-12 is about \$3 million.

As for public sector schools admitting newly-arrived students, they are provided with School-based Support Scheme Grant to organise school-based support programmes to help these students integrate into the local education system. Schools can flexibly make use of the Grant to run school-based support programmes such as conducting supplementary lessons, and organising orientation, guidance programmes, extra-curricular activities and visits for these students.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

**Non-governmental Organisations running the Induction Programmes  
for Newly-arrived Children and Young People in 2010-11**

1. Aberdeen Kai Fong Welfare Association Social Service Centre
2. Asian Outreach Hong Kong Limited
3. Caritas-Hong Kong
4. Chinese Evangelical Zion Church Limited
5. Chinese Young Men's Christian Association of Hong Kong
6. Christian & Missionary Alliance Church Union Hong Kong Limited
7. Christian Action
8. Hong Kong - Macao Conference of Seventh-Day Adventists
9. Hong Kong Christian Service
10. Hong Kong Lutheran Social Service
11. Hong Kong S.K.H. Lady MacLehose Centre
12. Hong Kong Sheng Kung Hui Welfare Council
13. International Social Service, (Hong Kong Branch)
14. Kwun Tong Methodist Social Service
15. Lam Tin Estate Kai Fong Welfare Association Limited
16. Mission To New Arrivals Limited
17. S.K.H. Holy Carpenter Church Community Centre
18. The Church of United Brethren in Christ, Hong Kong Limited
19. The Evangelical Lutheran Church Social Service - Hong Kong
20. The Free Methodist Church of Hong Kong
21. The Kowloon City Christians' Church
22. The Mongkok Kai-fong Association Limited
23. The Neighbourhood Advice-Action Council
24. The Salvation Army
25. Tung Wah Group Of Hospitals
26. Yan Oi Tong Limited

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB249**

Question Serial No.

2428

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 list out the names and number of schools which had to mandatorily reduce their number of classes/cease operation in the past three years (2008-10). What is the amount of recurrent expenditure saved as a result? What are the uses of the vacant school premises after mandatory reduction of classes/school closure?

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

In the government and aided school sector, the savings due to reduction of classes, including those from schools consolidated, for the school years from 2008/09 to 2010/11 are as follows-

School Year	Primary		Secondary	
	No. of Classes Reduced (Note 1)	Estimated Savings (\$m) (Note 2)	No. of Classes Reduced (Note 1)	Estimated Savings (\$m) (Note 2)
2008/09	483	223	200	53
2009/10	285	142	55	36
2010/11	165	92	86	57

Remarks: Please see the notes for the table at the Appendix.

Under the policy on "Consolidation of Under-utilised Primary Schools" (the consolidation policy), government and aided primary schools will normally cease operation after not having Primary 1 classes for three years. Under this policy, there are 17 primary schools ceased operation in the 2008/09 school year, seven in the 2009/10 school year and seven in the 2010/11 school year with estimated savings of \$65 million, \$31 million and \$27 million respectively. There is no consolidation policy for secondary schools.

There has been an established mechanism for handling the disposal of premises of primary schools that ceased operation under the consolidation policy. Among the 31 primary school premises that have become vacant in the recent three years, nine have already been deployed/re-allocated for further educational uses while 13 have been provisionally earmarked for further educational uses. The remaining nine premises are considered not suitable for further educational uses given their limited size and remote locations. They have already been or will be returned to the relevant government departments including Lands Department and Housing Department for disposal in accordance with the relevant

lease conditions and established policy for other uses where appropriate.

As the numbers of classes reduced in the respective school years are calculated on a territory-wide basis, we do not have the corresponding school lists. For primary schools that ceased operation under the consolidation policy, we would deem it inappropriate to disclose their names.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2011 _____

Notes:

1. The numbers were taken in September of the respective school years and they include classes reduced due to school closure for various reasons, if any.
2. 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 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 packing. As in the last financial year, in estimating the savings arising from packing of classes, a discount factor of 60% is applied to the territory-wide average subvention per class.
  - b. In the case of primary schools 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.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB250**

Question Serial No.

2429

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

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

- (a) the number of existing schools for children with mild intellectual disability by district and the number of students studying in each school in the 2010/11 school year.
- (b) the number of classes still with the class size of over 15 students in the 2010/11 school year and the reasons for not being able to reduce it to 15 students or below.

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

- (a) There are 17 aided special schools for children with mild intellectual disability (MiID schools). Their distribution by district and enrolments in the 2010/11 school year are at the Appendix.
- (b) The class size of MiID schools has been reduced from 20 to 15 students per class starting from Primary 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. In the 2010/11 school year, the number of classes with standard class size of 20 students is 118. We estimate that, by the 2014/15 school year, the class size of all levels in MiID schools will be reduced to 15.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011



Number of schools for children with mild intellectual disability by district and their enrolments in the 2010/11 school year (as of September 2010) are as follows:

District (No. of schools)	School	Enrolment
Hong Kong Island (3)	School A	113
	School B	125
	School C	111
Kowloon (5)	School D	235
	School E	247
	School F	176
	School G	204
	School H	154
New Territories East (4)	School I	125
	School J	261
	School K	163
	School L	162
New Territories West (5)	School M	231
	School N	212
	School O	147
	School P	189
	School Q	217

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB251**

Question Serial No.

2430

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 Voucher Scheme (PEVS), will the Administration inform the Committee of the expenditure incurred since its introduction; the number of complaints received about PEVS, the main reasons for the complaints and the follow-up actions taken by the Administration; what are the recurrent expenditure and manpower expected to be involved in each of the next three years respectively?

Asked by : Hon. FUNG Kin-kee, Frederick

Reply :

The expenditure on the PEVS since 2007-08 is as follows:

2007-08 (Actual)	2008-09 (Actual)	2009-10 (Actual)	2010-11 (Estimate)
\$914.1 million*	\$1,523.9 million	\$1,628.9 million	\$1,865.3 million

\* The figure covers the part-year expenditure from August 2007 to March 2008 since the PEVS was introduced with effect from the 2007/08 school year (sy).

Whilst the PEVS has significantly enhanced the financial support to parents and the professional capacity of the kindergarten sector, the Education Bureau (EDB) has also received views expressing concerns rather than complaints about the Scheme. It has actively taken steps to streamline the administrative procedures to reduce the workload of teachers, restore annual adjustment to the fee remission ceilings to provide additional support to needy families and strengthen communication with the sector to clarify misunderstanding. To address other concerns, EDB requested the Education Commission (EC) to set up a Working Group (WG) to conduct a review on the PEVS in October 2009. The views of stakeholders on the implementation of the PEVS were gauged and recommendations on improving the Scheme were made. EDB received the EC WG report on 15 December 2010, and is considering the way forward for further improvement to the implementation of the PEVS beyond the 2011/12 sy.

The expenditure on the PEVS for 2011-12 is estimated to be \$2,047.2 million. EDB is mapping out the way forward for the PEVS beyond the 2011/12 sy. Hence, the estimated recurrent expenditure and manpower for the PEVS after 2011-12 will only be available at a later stage.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB252**

Question Serial No.

2614

Head : 156 Government Secretariat: Subhead (No. & title) :  
Education Bureau 871 Vocational Training Council

Programme : (6) Vocational Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The estimate for 2011-12 under this Sub-head is \$8.109 million. Please provide a breakdown of the provisions concerned.

Asked by : Hon. LI Fung-ying

Reply :

The provision of \$8,109,000 covers the cash flow requirement of the following capital items for 2011-12 -

<u>Item</u>	<u>Provision</u> (\$'000)
802 Development of the Holistic Programme Planning and Management System	1,480
829 Development of supporting information technology systems in Vocational Training Council for flexible delivery of vocational education and training programmes	4,767
830 Development of the Integrated Information Technology Client Relationship Management System	1,862
	8,109

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB253**

Question Serial No.

2615

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

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Under Programme (2) Primary Education, there will be a decrease of 29 posts in 2011-12. Please list out information on such posts, including job nature and salary expenditure.

Asked by : Hon. LI Fung-ying

Reply :

Of the 29 posts to be deleted, 19 are teaching posts including two Primary School Master/Mistress, seven Assistant Primary School Master/Mistress, two Assistant Master/Mistress and eight Certificated Master/Mistress posts; ten are Workman II posts providing janitor services in government primary schools. Their deletion is mainly due to a drop in the number of operating classes and contracting out of janitor services in government primary schools. The total salary of the 29 posts in terms of notional annual mid-point salary is about \$8.2 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB254**

Question Serial No.

2725

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the estimated expenditure for secondary schools, has the Government earmarked any expenditure for conducting studies on full-scale implementation of small class teaching (SCT)? If yes, what are the details and the estimated expenditure? If not, what are the reasons?

Asked by : Hon. LAM Tai-fai

Reply :

We have not included any provision for conducting a research study on small class teaching in secondary schools in 2011-12. Small class teaching is a method of teaching which international studies have suggested is most effective when students are small and its effectiveness tends to wane as students age. Nonetheless, taking advantage of the introduction of the new senior 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.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB255**

Question Serial No.

2726

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Government's estimates of expenditure for secondary schools, what are the details of teacher training and development of resource materials in support of the implementation of the new senior secondary (NSS) academic structure and the estimated expenditure?

Asked by : Hon. LAM Tai-fai

Reply :

The estimated expenditures for teacher training and development of resource materials in support of the implementation of the new senior secondary (NSS) academic structure in 2011-12 are about \$28.5 million and \$2.7 million respectively.

Regarding teacher training, the expenditure will be spent mainly on training on NSS subjects for new teachers joining the teaching profession after 2010-11, and courses that cater for teachers' needs including those on assessment for learning, catering for learner diversity and sharing of good practices. Based on the available data of training needs of teachers, the Education Bureau (EDB) will provide about 200 training programmes (with about 30 000 training places) before September 2011. The estimated number of training programmes from September 2011 to March 2012 is about 290 (with about 43 000 training places). The numbers will be adjusted based on the result of a training need survey to be conducted in April 2011. This survey will collect further information on training needs of serving teachers as well as new teachers who have not yet received training in the NSS curriculum for the 2011/12 school year and beyond. The total numbers of training programmes and training places in 2011-12 are therefore 490 and 73 000 respectively.

To support learning and teaching, different resources on equipping teachers with effective teaching strategies and conducting School-based Assessment to improve student learning have been and will continue to be produced in 2011-12. There will also be continuous updating of learning and teaching resources to meet teachers' needs.

The funding requirements referred above cover largely the costs of commissioning projects on teacher training and resource development. The manpower requirements for teacher training and resources development within EDB will be absorbed by the existing staff establishment of EDB.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB256**

Question Serial No.

2727

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 :

Under “Matters Requiring Special Attention in 2011-12”, it is stated that the Government will review the curriculum framework for moral and civic education at primary and secondary levels and develop learning and teaching resource packages and an assessment bank for promoting Basic Law Education at senior primary and junior secondary levels. Please provide the specific work plan and a breakdown of the estimated expenditure.

Asked by : Dr Hon. LAM Tai-fai

Reply :

The Ad Hoc Committee on Moral and National Education under the Curriculum Development Council was set up in November 2010 to review the curriculum framework for moral and civic education, and develop an independent subject on moral and national education. Stakeholders' views on the draft framework will be invited. We aim to finalise the curriculum guide in early 2012. We shall be better placed to estimate the expenditure required to implement the new subject after the curriculum guide has been finalised and the requirement will be duly reflected in the draft Estimates for 2012-13.

On promoting Basic Law education, the Education Bureau will produce learning and teaching resource packages and an assessment bank to be used at senior primary and junior secondary levels to enhance students' understanding of the Basic Law and “One Country, Two Systems”. The contents of the resource packages will be designed according to the learning stages of the students, and can be incorporated by teachers in relevant learning and teaching contexts. There will be 16 and 13 units in the resource packages for senior primary and junior secondary levels respectively.

For the assessment bank, two sets of questions will be separately designed for senior primary and junior secondary levels. Schools may make use of the assessment bank to generate questions for students to attempt online or for internal assessment purposes. The resource packages and assessment bank will be ready for use by schools in the 2011/12 school year.

The breakdown of estimated expenditure for the development of the resource packages and the assessment bank is as follows:

Item	Estimate expenditure (\$ million)
Employment of contract staff	1
Production of teaching resources	0.7
Printing of teaching resources	1
Development of website for the assessment bank	14
Teacher training for using the resources	0.1
Total	16.8

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB257**

Question Serial No.

2728

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 :

It is stated in paragraph 27 under the "Brief Description" of the Programme that under the Pre-primary Education Voucher Scheme, direct fee subsidy is provided for parents with eligible children attending classes in eligible kindergartens and financial support is provided for kindergarten principals and teachers. What are the development of this initiative and the estimated expenditure?

Asked by : Hon. LAM Tai-fai

Reply :

Voucher subsidy has been provided to parents in meeting the tuition fee of kindergarten (KG) education for their children since the introduction of the Pre-primary Education Voucher Scheme (PEVS) in the 2007/08 school year (sy). The amount of fee subsidy per eligible child under the PEVS has increased from \$10,000 per annum (pa) to \$14,000 pa in the 2010/11 sy, and will increase to \$16,000 pa in the 2011/12 sy. Since the introduction of the PEVS, an average of 85% KG children have benefited from the direct fee subsidy annually.

Under the PEVS, a Teacher Development Subsidy at \$3,000 per voucher for the 2007/08 and 2008/09 sy and \$2,000 per voucher for the 2009/10 and 2010/11 sy has been provided to support professional upgrading by teachers and principals of the non-profit-making (NPM) KGs up to the end of the 2011/12 sy. Teachers and principals of KGs not joining the PEVS or joining the PEVS under the 3-year transitional arrangement 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. As of the 2010/11 sy, over 90% of KG teachers are holding or pursuing Certificate in Early Childhood Education qualification and some 75% of KG principals are holding or pursuing Bachelor in Education (Early Childhood Education) [BEd(ECE)] qualification. With effect from the 2009/10 sy, all newly appointed principals are required to possess a BEd(ECE) and to complete the Certification Course for KG Principals.

The PEVS has significantly enhanced the financial support to parents and the professional capacity of the KG sector. The expenditure on the PEVS (inclusive of fee subsidy and TDS) for 2011-12 is estimated to be \$2,047.2 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_

Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_

Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB258**

Question Serial No.

2729

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

The estimated number of special schools has remained at 60 for 3 consecutive years (i.e. 2009/10, 2010/11 and 2011/12), same as that in the 2009/10 school year. Would the Government inform us of the reasons for not being able to increase the number of schools? Has any funding been earmarked in the estimate for building new schools? If no, what are the reasons? Regarding 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, what are the details and estimated expenditure?

Asked by : Hon. LAM Tai-fai

Reply :

All along, the Education Bureau (EDB) closely monitors the supply and demand of special school places. We project an increase in the number of students in special schools in the 2011/12 school year having regard to the additional secondary 6 classes upon full implementation of the new senior secondary academic structure and the improvement measures on extension of years of study (EoS) for special school students. To meet the increase in demand, we have been conducting conversion works for special schools requiring additional classrooms or special rooms. We will also assess the need to build new schools.

In the 2011/12 school year, EDB will continue to implement the improvement measures on 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 judgement 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. For planning purpose, we have made provision for about 500 such additional places in the 2011/12 school year. The full-year effect of the recurrent expenditure is estimated to be around \$300 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB259**

Question Serial No.

2832

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) Regarding the HKSAR Government Scholarship Fund mentioned in paragraph 134 of the Budget Speech, please list out the amounts of scholarship awards in the past 5 academic years.
- (b) Please provide a breakdown on the number of awardees by institution.

Asked by : Hon. WONG Yuk-man

Reply :

In March 2008, the Government established the \$1 billion HKSAR Government Scholarship Fund to provide scholarships to outstanding local and non-local students enrolled in full-time publicly-funded programmes at degree and above levels. 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 (\$)
2008/09	11,970,000
2009/10	23,590,000
2010/11	29,300,000
2011/12 (provisional)	29,560,000

Breakdown of number of scholarship recipients by institution is as follows -

<b>Name of Institution</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
City University of Hong Kong	27	51	63
Hong Kong Baptist University	24	41	44
Lingnan University	9	17	18
The Chinese University of Hong Kong	40	81	100
The Hong Kong Institute of Education	8	16	20
The Hong Kong Polytechnic University	41	74	89
The Hong Kong University of Science and Technology	26	57	61
The University of Hong Kong	51	96	110
The Hong Kong Academy for Performing Arts	4	8	9
<b>Total</b>	<b>230</b>	<b>441</b>	<b>514</b>

Note

Every year, a sum of money from the investment income of the Fund is allocated to the nine institutions offering full-time publicly-funded programmes at degree or above levels on a pro rata basis in accordance with the actual enrolment of such programmes in the previous academic year, subject to the proviso that no institution will receive less than 2% of the total sum allocated.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB260**

Question Serial No.

2833

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

Programme : (5) Others Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Mainland Experience Scheme for Post-secondary Students mentioned in paragraph 135 of the Budget Speech, please provide its details and eligibility criteria for application. Will the Administration impose any restrictions on the places of visit and the nature of the activities, etc? Will it accept applications from individuals only?

Asked by : Hon. WONG Yuk-man

Reply :

To encourage young people to see for themselves and learn more about our country's latest development, we propose to allocate \$100 million to launch a 5-year pilot scheme to subsidise local post-secondary students to participate in short-term internship or learning programmes in the Mainland, including visits, exchanges or voluntary services. The aim of the scheme is to enhance students' understanding of the prevailing social, economic and cultural landscapes of our country.

Publicly-funded and self-financing institutions providing full-time post-secondary programmes are eligible to participate in the scheme. Funding will be allocated to institutions on a matching basis. Institutions will submit project proposals and reports under the scheme. Government subsidy for each student is capped at \$3,000. This amount is set with reference to the fee level of the short-term programmes of similar nature organised by institutions. Institutions or individual students may supplement.

The Administration is working out the details of the scheme and will consult institutions concerned and the Legislative Council in due course.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB261**

Question Serial No.

2843

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide the number of non-Chinese speaking (NCS) students by grade in universities, secondary schools, primary schools and kindergartens, and the estimated expenditure for educational support for NCS students in the past three school years (2007/08, 2008/09 and 2009/10) and the 2010/11 school year. What about the educational support programmes for NCS students in the past three financial years (2007-08, 2008-09 and 2009-10) and 2010-11? How many students have been benefited? Has the Government evaluated the effectiveness of the support measures?

Asked by : Hon. LAU Wai-hing, Emily

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 2007/08, 2008/09, 2009/10 and 2010/11 school years is tabulated at Annex 1.

The support measures for NCS students in the 2007/08, 2008/09, 2009/10 and 2010/11 school years, the expenditures and target NCS students where appropriate are tabulated at Annex 2. 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 effectiveness of the measures with feedback from stakeholders to facilitate NCS students' adaptation to the local curriculum.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

**Number of Non-Chinese speaking students  
by level and by grade in the 2007/08, 2008/09, 2009/10 and 2010/11 school years**

Level	Grade	2007/08 school year	2008/09 school year	2009/10 school year	2010/11 school year
Pre-primary (K1 to K3)	K1	3 153	3 500	3 465	3 963
	K2	3 371	3 855	3 671	4 215
	K3	2 718	2 859	2 877	3 014
	<b>K1-K3</b>	<b>9 242</b>	<b>10 214</b>	<b>10 013</b>	<b>11 192</b>
Primary (Primary 1 – 6)	P1	1 011	1 034	1 116	1 229
	P2	1 065	1 024	1 066	1 252
	P3	1 006	1 122	1 052	1 259
	P4	954	1 035	1 163	1 173
	P5	825	991	1 066	1 254
	P6	722	828	1 017	1 070
	<b>P1-P6</b>	<b>5 583</b>	<b>6 034</b>	<b>6 480</b>	<b>7 237</b>
Secondary (Secondary 1 – 7)	S1	804	970	1 099	1 304
	S2	706	820	976	1 145
	S3	642	715	802	995
	S4	556	583	692	815
	S5	325	483	519	645
	S6	136	166	179	189
	S7	103	105	139	143
	<b>S1-S7</b>	<b>3 272</b>	<b>3 842</b>	<b>4 406</b>	<b>5 236</b>

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. Figures for pre-primary level cover students studying in kindergarten-cum-child care centres.
4. Figures for primary and secondary levels cover students studying in public sector and Direct Subsidy Scheme schools. Figures do not include special schools.
5. Admissions to post-secondary programmes in tertiary institutions including certificate/diploma courses, higher diploma, sub-degree and under-graduate degree courses, etc. are offered to eligible applicants, irrespective of their race and language spoken at home. The concerned institutions do not normally require course applicants to indicate their ethnic origin or first language. Hence, comprehensive statistics on the number of NCS students receiving tertiary education are not available.

Support measures	Actual expenditure in the 2007/08 school year \$ million	Actual expenditure in the 2008/09 school year \$ million	Actual expenditure in the 2009/10 school year \$ million	Estimated expenditure in the 2010/11 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 data-bbox="220 667 507 902"> <thead> <tr> <th><u>School year</u></th> <th><u>No. of NCS students</u></th> </tr> </thead> <tbody> <tr> <td>2007/08</td> <td>5 735</td> </tr> <tr> <td>2008/09</td> <td>6 272</td> </tr> <tr> <td>2009/10</td> <td>6 976</td> </tr> <tr> <td>2010/11</td> <td>7 693</td> </tr> </tbody> </table>	<u>School year</u>	<u>No. of NCS students</u>	2007/08	5 735	2008/09	6 272	2009/10	6 976	2010/11	7 693	*	*	*	*
<u>School year</u>	<u>No. of NCS students</u>													
2007/08	5 735													
2008/09	6 272													
2009/10	6 976													
2010/11	7 693													
Provision of cash grant to designated schools to put in place school-based support measures to further help their NCS students in learning and integration	5.7	12.4	14.4	15.6										
Development of the Supplementary Guide to the Chinese Language curriculum for NCS students	<p style="text-align: center;">*</p> <p>An additional sum of about \$1.8 million to continue with the two studies started in the 2006/07 school year for development of teaching reference materials to support the development of the Supplementary Guide materials</p>	<p style="text-align: center;">*</p> <p>An additional sum of about \$3.3 million to continue with the remaining study being conducted for development of teaching reference materials to support the development of the Supplementary Guide (while the other study started in the 2006/07 school year has been completed)</p>	<p style="text-align: center;">*</p> <p>An additional sum of about \$4.5 million to continue with the remaining study and for development of teaching reference materials and assessment tools</p>	<p style="text-align: center;">*</p> <p>An additional sum of about \$2.0 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	0.1	0.06	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.										
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  The numbers of participating students are as follows:  <table border="0" style="margin-left: 40px;"> <thead> <tr> <th style="text-align: left;"><u>School year</u></th> <th style="text-align: left;"><u>No. of NCS students</u></th> </tr> </thead> <tbody> <tr> <td>2007/08</td> <td>250</td> </tr> <tr> <td>2008/09</td> <td>326</td> </tr> <tr> <td>2009/10</td> <td>410</td> </tr> <tr> <td>2010/11</td> <td>482</td> </tr> </tbody> </table>	<u>School year</u>	<u>No. of NCS students</u>	2007/08	250	2008/09	326	2009/10	410	2010/11	482	4.7	2.0	2.3	2.9
<u>School year</u>	<u>No. of NCS students</u>													
2007/08	250													
2008/09	326													
2009/10	410													
2010/11	482													
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  In the 2010/11 school year, about 2 300 NCS students participated, i.e. about half of the NCS students in non-designated schools	-	-	-	10.5										

<p>Summer Bridging Programmes for NCS students in primary schools</p> <p>The numbers of participating students are as follows:</p> <table border="1" data-bbox="220 416 512 651"> <thead> <tr> <th><u>School year</u></th> <th><u>No. of NCS students</u></th> </tr> </thead> <tbody> <tr> <td>2007/08</td> <td>1 064</td> </tr> <tr> <td>2008/09</td> <td>1 156</td> </tr> <tr> <td>2009/10</td> <td>#</td> </tr> <tr> <td>2010/11</td> <td>1 300</td> </tr> </tbody> </table>	<u>School year</u>	<u>No. of NCS students</u>	2007/08	1 064	2008/09	1 156	2009/10	#	2010/11	1 300	1.0	1.2	#	1.4
<u>School year</u>	<u>No. of NCS students</u>													
2007/08	1 064													
2008/09	1 156													
2009/10	#													
2010/11	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 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 2010, 292 NCS candidates were subsidised.</p>	-	-	0.23	0.26										

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 due to suspension of classes in primary schools due to Human Swine Influenza.

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

**EDB262**

Question Serial No.

2844

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 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 three school years (2008/09, 2009/10 and 2010/11). 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. LAU Wai-hing, Emily

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 2008/09, 2009/10 and 2010/11 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 2008/09, 2009/10 and 2010/11 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, New Funding Mode and additional teachers to cater for low academic achievers.

As at September 2010, 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 2008/09, 2009/10, 2010/11 school years (up to 15 September 2010) are 144, 145 and 91 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 \_\_\_\_\_ 14 March 2011

## Part I : Special schools

1. Number of students by types of disabilities

Type of Disability	2008/09 School Year	2009/10 School Year	2010/11 School Year
Visual Impairment	154	149	143
Hearing Impairment	176	153	136
Mild Intellectual Disability	2 927	2 923	3 072
Moderate Intellectual Disability	1 602	1 610	1 697
Severe Intellectual Disability	770	762	749
Physical Disability	816	845	877
<b>Total</b>	<b>6 445</b>	<b>6 442</b>	<b>6 674</b>

2. Average unit cost per school place

School Type	2008/09 School Year	2009/10 School Year	2010/11 School Year (Estimate)
Visual Impairment	\$173,000	\$173,500	\$174,500
Hearing Impairment	\$192,500	\$205,000	\$207,000
Mild Intellectual Disability	\$100,000	\$107,500	\$110,000
Moderate Intellectual Disability	\$167,500	\$169,500	\$185,000
Severe Intellectual Disability	\$235,000	\$239,000	\$242,500
Physical Disability	\$212,000	\$216,000	\$218,000

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

### 1. Number of students by types of disabilities

#### Primary schools

Type of Disability	2008/09 School Year	2009/10 School Year	2010/11 School Year
Visual Impairment	7	4	7
Hearing Impairment	28	21	17
Intellectual Disability	128	110	100
Physical Disability	24	26	23
Autism Spectrum Disorders	244	225	208
<b>Total</b>	<b>431</b>	<b>386</b>	<b>355</b>

#### Secondary schools

Type of Disability	2008/09 School Year	2009/10 School Year	2010/11 School Year
Visual Impairment	24	24	20
Hearing Impairment	44	39	26
Intellectual Disability	50	42	31
Physical Disability	27	18	16
Autism Spectrum Disorders	57	55	53
<b>Total</b>	<b>202</b>	<b>178</b>	<b>146</b>

### 2. Average unit cost per place of the IE Programme

2008/09 School Year	2009/10 School Year	2010/11 School Year (Estimate)
\$41,000	\$37,000	\$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**

**EDB263**

Question Serial No.

2845

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

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 three school years (2008/09, 2009/10 and 2010/11)?

Asked by : Hon. LAU Wai-hing, Emily

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 2008/09, 2009/10 and 2010/11 school years is summarised in the Appendix.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

## Teacher Training in Special Education in the 2008/09 to 2010/11 School Years

Type of Courses		2008/09 School Year (Actual)				2009/10 School Year (Actual)				2010/11 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	180 (180)	2,700,000	15,000	30	216 (224)	3,240,000	15,000	39	280	4,200,000	15,000
2	Professional Development Course - Catering for Diverse Learning Needs (Level 2)	90	120 (150)	5,400,000	45,000	90	188 (167)	8,460,000	45,000	117	200	9,000,000	45,000
3	Basic Course on Catering for Diverse Learning Needs (Note 2)	30	1 000 (976)	10,443,200	10,700	30	1000 (1083)	11,913,000	11,000	30	400	4,600,000	11,500
4	Advanced Course on Catering for Diverse Learning Needs with 30-hour optional attachment module (Note 2)	90-120	280 (269)	10,168,200	37,800	90-120	280 (353)	13,096,300	37,100	90-120	440	20,284,000	46,100
5	Thematic Courses on Education of Students with Specific Learning Difficulties for Chinese and English Language Teachers (Notes 2 & 3)	72	320 (308)	6,714,400	21,800	72	432 (264)	5,359,200	20,300	72	600	14,700,000	24,500
6	Thematic Courses on Education of Students with Specific Learning Difficulties for Chinese Language Teachers (Notes 2 & 3)	-	-	-	-	-	-	-	-	72	80	1,912,000	23,900
7	Thematic Courses on Education of Students with Specific Learning Difficulties for English Language Teachers (Notes 2& 3)	-	-	-	-	-	-	-	-	72	80	2,040,000	25,500
8	Thematic Courses on Education of Students with Hearing Impairment and Speech and Language Impairment (Note 2)	-	-	-	-	-	-	-	-	90	120	4,152,000	34,600



Type of Courses		2008/09 School Year (Actual)				2009/10 School Year (Actual)				2010/11 School Year (Estimate)			
		Course Hours	No. of places (No. of participants)	Provision (\$)	Unit Cost (\$)	Course Hours	No. of places (No. of participants)	Provision (\$)	Unit Cost (\$)	Course Hours	No. of places (Note 1)	Provision (\$)	Unit Cost (\$)
9	Thematic Courses on Education of Students with Special Educational Needs (SEN) (Note 2)	60	480 (418)	8,987,000	21,500	60	480 (435)	9,831,000	22,600	60	520	12,012,000	23,100
10	Course on “Psychological Approach to Effective Strategies in Handling Students’ Challenging Behaviour” (Note 2)	120	50 (47)	1,184,400	25,200	120	50 (50)	2,005,000	40,100	120	50	1,980,000	39,600
11	Workshops on “Catering for Diverse Learning Needs for Teaching Assistants ”	12	560 (569)	1,176,000	2,100	12	560 (518)	572,390	1,105	12	520	892,840	1,717
12	Theme-based Seminars / Workshops on Autism, Specific Learning Difficulties, Teaching Strategies for Students with Learning Difficulties, etc.	3 - 32	6 000 (5 934)	1,384,165	NA (Note 4)	3 - 42	6 000 (6113)	994,455	NA (Note 4)	3 - 42	6200	591,617	NA (Note 4)
<b>TOTAL</b>				<b>48,157,365</b>				<b>55,471,345</b>				<b>76,364,457</b>	

Note 1: Number of participants for the 2010/11 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.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB264**

Question Serial No.

2846

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

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 were already in place in the 2010/11 school year? What was the expenditure involved?

Asked by : Hon. LAU Wai-hing, Emily

Reply :

In the 2010/11 school year, the Education Bureau (EDB) implements the improvement measures on extension of years of study for students in schools for children with intellectual disability, schools for children with physical disability, schools for children with hearing impairment, and the school for children with visual impairment cum intellectual disability. 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 were approved by the special schools to extend their years of study in the 2010/11 school year. The estimated additional recurrent expenditure thus incurred is around \$80 million, and about 60 teaching posts have been created.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB265**

Question Serial No.

3302

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  
(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. Please elaborate on the details of IE, including the expenditure, estimated expenditure, number of primary and secondary schools implementing IE and support measures provided for these schools by the Government for the past three school years (i.e. 2008/09 to 2010/11) and 2011/12.

Asked by : Hon. LAU Wai-hing, Emily

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 have to implement integrated education. Schools should provide appropriate support to help the students with special educational needs (SEN) develop their potentials. The Education Bureau 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 2008/09, 2009/10, 2010/11 and 2011/12 school years are set out in the Appendix.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

## Additional support and services provided for integrated education in the 2008/09, 2009/10, 2010/11 and 2011/12 school years

Programme in Controlling Officer's Report	Service/ Programme	Description	Expenditure			
			2008/09 school year (\$ million)	2009/10 school year (\$ million)	2010/11 school year (revised estimate) (\$ million)	2011/12 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.	198.1	185.5	172.8	166.4
	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.	119.5	131.8	138.2	162.6

	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.	14.4	12.2	10.6	10.3
	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	0.6	0.9	0.9
	Resource Primary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.7	0.9	0.9	1.2

	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	15.3	13.7	23.3	31.8
	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.	30.8	39.1	41.6	49.1
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	2.2	2.8	5.2	5.6

(3) Secondary Education	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	11.4	8.5	6.6	6.6
	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.	0.4	0.5	0.5	0.5
	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.	347.8	330.5	322.7	318.7

	Resource Secondary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.4	0.6	0.6	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	0.7	0.8
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	49.8	74.7	97.5	129.3



	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	2.3	2.2	11.7	14.9
(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.	7.1	8.2	8.5	8.6
	Special Schools cum Resource Centres	Participating special schools are provided with a cash grant to enable them to share their experience and expertise with mainstream school teachers for empowering them to support students with special educational needs.	3.4	4.5	4.5	4.9

	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.	6.4	6.1	5.0	4.6
(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.	48.2	55.5	76.4	75.3
(7) Policy and Support	Professional Development Schools	Participating special schools are provided with a cash grant to enable them to offer school-based support for mainstream schools in catering for students with special educational needs.	0.3	0.3	0.3	0.6
Total:			859	878.2	928.5	993.5

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB266**

Question Serial No.

3304

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 elaborate on the details of the pilot scheme for improving autistic students' communication, emotion management and learning skills, including the estimated expenditure, contents, staff establishment and estimated number of beneficiaries. Please provide a breakdown of the information by primary and secondary schools.

Asked by : Hon. LAU Wai-hing, Emily

Reply :

We plan to launch the three-year pilot project on the enhancement of support services for students with autism spectrum disorders (ASD) in ordinary primary and secondary schools from the 2011/12 school year. It will comprise (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 will commission non-governmental organisations and / or tertiary institutions which have 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. The target is to cover around 40% of the students with ASD in about 50 primary and 30 secondary schools, which means approximately 800 primary school and 300 secondary school students. For part (b) of the project, about 30 primary schools will be supported by educational psychologists to develop and try out the school support model at junior primary levels. As the pilot schools will need to create room for the teachers to develop and try out the assessment tools and intervention strategies, as well as consolidate their knowledge and experience in an operation manual for dissemination to all primary schools in Hong Kong at the completion of the project, we will provide additional funding for the schools to employ teaching assistants during the piloting period. We will evaluate the effectiveness of the pilot project to help inform consideration of the way forward of the project, taking into account feedbacks from the stakeholders and the capacity of the service providers and professionals.

The estimated expenditure for the three-year pilot project is \$38 million.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB267**

Question Serial No.

3305

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 :

What are the estimated expenditures for promoting human rights education, civic education and national education in primary and secondary schools? What are the activities and programmes concerned and their respective estimated expenditures? What are the expenditures for providing teacher training on human rights education, civic education and national education?

Asked by : Hon. LAU Wai-hing, Emily

Reply :

Civic education is an integral part of the new Moral and National Education subject and the relevant curriculum framework is still being deliberated by the Curriculum Development Council. Nevertheless, civic and national education and human rights education are also incorporated in relevant topics of other school curricula in primary and secondary education 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 public bodies constitute an integral part of the Education Bureau's expenditures. We are not able to provide a separate breakdown of the expenditures.

In 2011-12, we shall further enhance national education through running professional development programmes for teachers, developing learning and teaching resources and materials, and organising for students and teachers exchange activities on the Mainland. There will also be a new initiative on developing resource packages and an assessment bank for promoting Basic Law education in primary and secondary schools. The estimated expenditure involved for 2011-12 on the promotion of national education is \$95.7 million. Detailed breakdown of the expenditure on national education is as follows:

	Estimated expenditure for 2011-12 (\$ million)
Running professional development programmes for teachers	7.6
Developing learning and teaching resources and materials	30.1
Organising cross-border students' and teachers' interflow and exchange activities	58
Total	95.7

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB268**

Question Serial No.

3069

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 preparation for the implementation of the new senior secondary (NSS) curriculum, the Administration will continue to provide teacher training and develop resource materials to support the implementation of the NSS academic structure. In this regard, what will be the estimated expenditure and estimated number of target participants in 2011-12?

Asked by : Hon. LEE Wai-king, Starry

Reply :

The estimated expenditures for teacher training and development of resource materials in support of the implementation of the New Senior Secondary (NSS) academic structure in 2011-12 are about \$28.5 million and \$2.7 million respectively.

Based on the available data of training needs of teachers, the Education Bureau will provide about 200 training programmes (with about 30 000 training places) before September 2011. The estimated number of training programmes from September 2011 to March 2012 is about 290 (with about 43 000 training places). The numbers will be adjusted based on the result of a training need survey to be conducted in April 2011. This survey will collect further information on training needs of serving teachers as well as new teachers who have not yet received training in the NSS curriculum for the 2011/12 school year and beyond.

The total numbers of training programmes and training places in 2011-12 are therefore 490 and 73 000 respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB269**

Question Serial No.

3070

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 increase of the ratio of graduate teacher posts in public sector secondary schools to 85% starting from the 2009/10 school year, please inform us of the current number of secondary school teachers holding a degree or above, with a breakdown by the types of both graduate and non-graduate teacher posts.

Asked by : Hon. LEE Wai-king, Starry

Reply :

The numbers of teachers with degree qualifications (degree holders) who are substantively appointed to graduate posts (graduate teachers) and non-graduate posts (non-graduate teachers) in public sector secondary schools for the 2010/11 school year are as follows –

	Secondary schools (Government, aided and caput)
Graduate teachers	18 700
Non-graduate teachers	5 100
Total (Degree holders)	23 800

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB270**

Question Serial No.

3071

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

Programme : (3) Secondary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Regarding the Applied Learning courses under the new academic structure introduced in the 2010/11 school year, will the Government inform us of the details of the courses, including the expenditure involved and the student enrolment in these courses?

Asked by : Hon. LEE Wai-king, Starry

Reply :

The Applied Learning (ApL) courses have been introduced to the first cohort of students under the new academic structure as elective subjects at Secondary 5 starting from September 2010.

Thirty ApL courses under six areas of studies are offered by 11 course providers. There are around 6 700 student enrolments from 303 schools in the first cohort of ApL courses. Details of enrolment by area of studies are as follows:

<b>Area of Studies</b>	<b>No. of Courses</b>	<b>Enrolment</b>
Creative Studies	7	1 419
Media and Communication	3	509
Business, Management and Law	6	764
Services	6	3 075
Applied Science	5	576
Engineering and Production	3	348
<b>Total</b>	<b>30</b>	<b>6 691</b>

The expenditure for the development of these 30 ApL courses is around \$9.2 million. The Government also provides Diversity Learning Grant (DLG) to support schools to offer a range of New Senior Secondary curriculum initiatives including offering of ApL courses. In the 2010/11 school year, the DLG for the provision of the first cohort of ApL courses is around \$26 million. Besides, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications is responsible for conducting on-site quality assurance visits focusing on the delivery of the ApL courses and the relevant expenditure in the 2010/11 school year is around \$0.96 million.

Signature	_____
Name in block letters	Mrs Cherry Tse
Post Title	Permanent Secretary for Education
Date	11 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB271**

Question Serial No.

**3072**

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 2010/11 school year.

Asked by : Hon. LEE Wai-king, Starry

Reply :

The number of teachers who have degree qualifications (degree holders) and those who are substantively appointed to graduate posts (graduate teachers) in government, aided and caput schools for the 2010/11 school year are as follows –

	Primary schools (Government and aided)	Secondary schools (Government, aided and caput)
Degree holders	16 600	23 800
Graduate teachers	6 800	18 700

The wastage rates of teachers in government, aided and caput schools for the 2010/11 school year are as follows –

	Primary schools (Government and aided)	Secondary schools (Government, aided and caput)
Trained teachers	5.6%	4.9%
Untrained teachers	22.0%	15.1%
Graduate teachers	3.5%	4.7%
Non-graduate teachers	7.6%	7.5%

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB272**

Question Serial No.

3073

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

Programme : (2) Primary Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please give details of the professional training and support activities (including seminars, workshops, study tours and learning circles) for teachers practising small class teaching in public sector primary schools and the estimated expenditure involved in 2011-12.

Asked by : Hon. LEE Wai-king, Starry

Reply :

We will continue to organise in the 2011/12 school year 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 the 2011/12 school year are set out in the Annex. These professional training and support activities will spread over a period of six years as from 2009-10 and the total estimated expenditure is about \$218 million. For planning purpose, we have earmarked an estimated expenditure of \$36 million in 2011-12. 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 \_\_\_\_\_ 11 March 2011

**List of professional training and support activities planned for the 2011/12 school year**

1. 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
2. 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
3. School networking under the Professional Development Schools Scheme for professional support as well as sharing of experiences and resources at monthly intervals
4. 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
5. 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
6. 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

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB273**

Question Serial No.

3074

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 plans to be pursued by the Administration in 2011-12 to improve the teaching and learning of the English Language in primary schools? What are the estimated manpower and expenditure?

Asked by : Hon. LEE Wai-king, Starry

Reply :

In 2011-12, 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 2011-12 is \$494.3 million, of which \$158.7 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 cost is absorbed by the staff establishment of Education Bureau. Hence no separate breakdown on staff deployment and cost is available.

<b>A. Grants to schools</b>		
*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.  Five staff are involved and the respective staff cost is \$1.7 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>B. School-based support</b>		
*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).

		67 staff are involved and the respective staff cost is \$32 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.
<b>C. Professional development</b>		
**1.	Supply teachers to schools to release teachers to study tailor-made courses	To facilitate the release of primary school English Language teachers to study full-time tailor-made block-release courses to obtain the necessary qualifications.
*2.	Overseas Immersion Programme for English Language Teachers in Primary Schools in Hong Kong	To subsidise (i) English Language teachers of primary schools to participate in overseas courses to improve their language proficiency, English Language curriculum planning and teaching skills; (ii) principals of primary schools to participate in overseas courses to improve English Language curriculum planning and implementation.  Two staff are involved and the respective staff cost is \$0.3 million.
*3.	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.  Three staff are involved and the respective staff cost is \$0.22 million.
4.	Scholarship Scheme to attract talents to become English Language teachers	To attract persons proficient in English to pursue relevant Bachelor degree programmes and/or teacher training programmes in local higher education institutions which will qualify them to become English Language teachers. Upon graduation, awardees of the Scholarship have to undertake to teach in primary or secondary day schools in Hong Kong for one to three years, depending on the type of programmes pursued.
5.	Professional development programmes	To help schools to implement the English Language curriculum more effectively, different professional development programmes, including self-run and commissioned ones, are conducted.
6.	Resource packages for teachers	To enhance teachers' knowledge and skills and to give teachers suggestions on specific areas (e.g. resource packages on reading, writing, listening and creativity).
<b>D. Creating a facilitating environment for English learning</b>		
1.	Primary Native-speaking English Teacher (NET) Scheme	To enrich the English Language environment and add authenticity to the context in which Hong Kong students learn and use English. In general, each public sector primary school with six or more operating classes is provided with a NET, irrespective

		of the student enrolment.
#*2.	English Alliance – Stories Alive	To build on the learning experiences gained in the Drama-in-Education English Alliance. Through storytelling in the teaching and learning of English Language at lower and upper primary level, this initiative aims to raise students' interest in English Language and to enhance their language skills.  One staff is involved and the respective staff cost is \$0.07 million.
#*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.  One staff is involved and the respective staff cost is \$0.13 million.
#*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

# Launched in the 2010/11 school year

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB275**

Question Serial No.

3077

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 2010-11? What will be the relevant measures and estimated expenditure for 2011-12?

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 2010/11 and 2011/12 academic years are as follows –

<b>Target groups</b>	<b>Programmes</b>	<b>Planned Places (2010/11)</b>	<b>Planned Places (2011/12)</b>
Secondary 3/5 leavers	Full-time Certificate/ Diploma Courses	160	110
Senior secondary students	Applied Learning Courses	80	120
	Other Learning Experience Courses	40	60
<b>Total</b>		<b>280</b>	<b>290</b>

The net expenditure for these vocational education programmes for NCS students in the 2010/11 and 2011/12 academic years is estimated to be \$8.3 million and \$5.4 million respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB276

Question Serial No.

3078

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 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 2008-09 to 2010-11?

Asked by : Hon. LEE Wai-king, Starry

Reply :

The breakdown of expenditure for pre-primary education from 2008-09 to 2010-11 is as follows:

	2008-09	2009-10	2010-11
	(\$ million)	(\$ million)	(\$ million)
	(Actual)	(Actual)	(Revised Estimate)
Pre-primary Education Voucher Scheme	1,523.9	1,628.9	1,865.3
Kindergarten and Child Care Centre Fee Remission Scheme	302.1	284.7	255.0
Refund of rent, rates and government rent	178.0	186.7	193.6
Child Care Centre Subsidy Scheme (Note 1)	11.2	12.0	12.9
Principal and teacher training (Note 2)	42.6	45.0	32.2

Note:

1. Following the introduction of Pre-primary Education Voucher Scheme (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 PEVS for approved course(s) in early childhood education.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011



**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 2009/10 and 2010/11 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		
<b>Primary schools</b>											
1	CNEC Ta Tung School	2009/10	9	5	12	9	19	11	65	8.4%	500,000
		2010/11	8	9	4	14	9	17	61	8.8%	500,000
2	Islamic Primary School	2009/10	51	53	61	67	72	109	413	99.0%	600,000
		2010/11	24	54	62	65	70	70	345	98.6%	600,000
3	Tsing Yi Trade Association Primary School	2009/10	11	11	7	6	2	5	42	24.9%	400,000
		2010/11	12	11	10	7	6	2	48	30.6%	400,000
4	Yuen Long Long Ping Estate Tung Koon Primary School	2009/10	48	38	31	27	23	2	169	29.2%	600,000
		2010/11	68	44	37	31	26	26	232	42.1%	600,000
5	Sir Ellis Kadoorie (Sookunpo) Primary School	2009/10	50	70	59	86	117	151	533	92.4%	600,000
		2010/11	40	61	74	59	91	118	443	93.3%	600,000
6	Jordan Road Government Primary School	2009/10	16	17	6	18	19	17	93	23.8%	600,000
		2010/11	20	26	27	8	37	22	140	36.5%	600,000
7	Li Cheng Uk Government Primary School	2009/10	107	61	77	119	119	128	611	83.0%	600,000
		2010/11	89	117	113	122	153	122	716	98.2%	600,000
8	Chiu Sheung School, Hong Kong	2009/10	43	41	29	19	1	3	136	42.4%	600,000
		2010/11	45	44	40	28	19	1	177	56.4%	600,000
9	Li Sing Tai Hang School	2009/10	44	29	55	58	57	36	279	86.9%	600,000
		2010/11	42	48	49	54	58	56	307	94.5%	600,000
10	Man Kiu Association Primary School	2009/10	50	48	65	61	74	57	355	84.5%	600,000
		2010/11	47	54	54	68	55	70	348	88.8%	600,000
11	Pat Heung Central Primary School	2009/10	13	20	21	29	32	34	149	81.9%	600,000
		2010/11	21	14	29	32	37	30	163	88.1%	600,000
12	Po Kok Primary School	2009/10	47	35	27	30	23	0	162	71.1%	600,000
		2010/11	46	49	36	29	28	18	206	83.4%	600,000
13	Hong Kong Taoist Association Wun Tsuen School	2009/10	62	81	67	83	103	98	494	91.1%	600,000
		2010/11	86	77	100	88	96	133	580	97.0%	600,000
14	Yaumati Kaifong Association School	2009/10	72	68	70	71	72	66	419	99.1%	600,000
		2010/11	63	66	68	67	73	71	408	99.5%	600,000
15	Islamic Dharwood Pau Memorial Primary School	2009/10	42	66	37	33	22	20	220	69.2%	600,000
		2010/11	48	45	71	38	34	20	256	86.5%	600,000
16	Po On Commercial Association Wan Ho Kan Primary School	2009/10	3	6	10	9	2	3	33	6.6%	400,000
		2010/11	7	6	7	12	11	2	45	11.2%	400,000
17	Bui O Public School	2009/10	11	8	10	15	15	16	75	58.6%	500,000
		2010/11	19	11	14	14	16	17	91	67.9%	600,000

18	Northern Lamma School	-	-	-	-	-	-	-	-	-	-	-
		2010/11	12	8	6	10	5	4	45	49.5%	400,000	
19	Sai Kung Central Lee Siu Yam Memorial School	-	-	-	-	-	-	-	-	-	-	-
		2010/11	15	16	8	6	1	4	50	25.5%	400,000	

Secondary schools		School year	S1	S2	S3	S4	S5	S6	S7	Total	Percentage of NCS students among all students of the school	Amount of annual grant (\$)
1	Delia Memorial School (Broadway)	2009/10	171	173	166	138	124	23	21	816	91.6%	600,000
		2010/11	170	166	161	145	109	26	19	796	93.1%	600,000
2	Delia Memorial School (Hip Wo)	2009/10	174	137	113	106	100	6	8	644	44.8%	600,000
		2010/11	158	178	145	106	101	8	6	702	50.4%	600,000
3	Pak Kau College	2009/10	4	4	2	45	15	0	0	70	7.0%	500,000
		2010/11	9	5	8	2	39	0	0	63	6.9%	500,000
4	Caritas Tuen Mun Marden Foundation Secondary School	2009/10	69	66	34	1	0	0	0	170	35.7%	600,000
		2010/11	79	68	63	44	0	0	0	254	57.2%	600,000
5	Islamic Kasim Tuet Memorial College	2009/10	88	76	69	66	60	1	0	360	55.6%	600,000
		2010/11	80	95	78	62	46	2	1	364	63.3%	600,000
6	Sir Ellis Kadoorie Secondary School (West Kowloon)	2009/10	124	125	85	75	60	0	0	469	53.5%	600,000
		2010/11	144	115	119	75	59	0	0	512	62.8%	600,000
7	St Margaret's Girls' College, Hong Kong	2009/10	55	43	31	18	7	2	0	156	34.1%	600,000
		2010/11	58	53	43	35	13	0	2	204	46.4%	600,000
8	Bethel High School	2009/10	1	14	0	0	0	0	0	15	1.9%	300,000
		2010/11	32	12	28	0	0	0	0	72	10.0%	500,000
9	Buddhist Fat Ho Memorial College	2009/10	10	13	3	2	0	0	0	28	8.0%	400,000
		2010/11	20	16	17	11	1	0	0	65	18.2%	500,000

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. As the school concerned was not a designated school at that time, a “ - ” is used to denote inapplicability.
4. The amount of 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 2009/10 and 2010/11 school years**

School year	Non-designated school	Number of NCS students			
		Less than 10	10 to 19	20 to 29	30 or above
<b>Primary schools</b>					
2009/10	Number of schools	250	26	7	12
	Percentage of NCS students among all students of the schools	0.1% - 8.2%	1.2% - 5.3%	1.9% - 9.8%	5.3% - 82.9%
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%
<b>Secondary schools</b>					
2009/10	Number of schools	217	10	2	10
	Percentage of NCS students among all students of the schools	0.1% - 1.4%	0.8% - 1.5%	3.8% - 4.2%	2.9% - 63.3%
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%

Notes:

1. Figures refer to the position as at September of the respective school years.
2. The above data covers those students whose ethnicity is Chinese but who are non-Chinese speaking based on the spoken language at home.
3. The data includes NCS students in public sector and Direct Subsidy Scheme schools but excludes students in special schools.
4. Number of primary schools is counted by the school sessions operated. For example, the AM session and PM session of a school using the same school premises are counted as two school units. Primary schools with more than one session but in the transition of turning into whole-day operation are counted once.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB278**

Question Serial No.

3080

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

Programme : (5) Other Educational Services and Subsidies

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Please provide a breakdown of the names of course providers, amount of government subsidies, course fees and number of places of certificate, diploma and higher diploma programmes for qualified kindergarten teachers in the 2009/10 and 2010/11 school years (please specify by levels).

Asked by : Hon. LEE Wai-king, Starry

Reply :

For the 2009/10 and 2010/11 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:

		<b>Course Providers</b>			
		<b>HKIVE</b>	<b>HKIEd</b>	<b>HKBU</b>	<b>OCHK</b>
No. of intake in 2009/10 (Tuition fee per course in brackets)	EDB-commissioned	308 (\$12,546)			
	UGC-funded		222 (Free)		
	Self-financed			31 (\$60,060)	230 (\$50,000)
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)

Information on the amount of subsidies of each of the subsidised training places for serving kindergarten teachers other than those commissioned by EDB is not available as recurrent funding is provided to UGC-funded institutions mainly in the form of block grants. The three-year in-service training course on Certificate in Early Childhood Education commissioned by EDB for the 2009/10 intake in HKIVE involves a subsidy of \$16 million.

**Key :**

**HKIVE** - Hong Kong Institute of Vocational Education

**HKIEd** - The Hong Kong Institute of Education

**HKBU** - Hong Kong Baptist University

**OCHK** - The Open University of Hong Kong

**EDB** - Education Bureau

**UGC** - University Grants Committee

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 11 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB279**

Question Serial No.

3081

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Will the Administration inform this Committee of :

- (a) the number of classes and students in the 2009/10 and 2010/11 school years by types of special schools?
- (b) the estimated number of classes to be operated in each type of special schools in the 2011/12 school year?

Asked by : Hon. LEE Wai-king, Starry

Reply :

- (a) The number of classes and enrolments in different types of special schools in the 2009/10 and the 2010/11 school years are as follows:

School Type	2009/10 School Year		2010/11 School Year	
	No. of Classes	Enrolment	No. of Classes	Enrolment
Visual Impairment	15	149	15	143
Hearing Impairment	20	153	18	136
Physical Disability	89	845	94	877
School for Social Development	72	757	74	710
Mild Intellectual Disability	166	2 923	183	3 072
Moderate Intellectual Disability	170	1 610	183	1 697
Severe Intellectual Disability	103	762	105	749
Hospital School	32	310	32	358
Total	667	7 509	704	7 742



- (b) The estimated number of classes in different types of special schools in the 2011/12 school year is as follows:

School Type	Estimated Number of Classes
Visual Impairment	16
Hearing Impairment	16
Physical Disability	103
School for Social Development	77
Mild Intellectual Disability	203
Moderate Intellectual Disability	199
Severe Intellectual Disability	111
Hospital School	32
Total	757

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB280**

Question Serial No.

3082

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the 2009/10 to 2010/11 school years, how many teachers have received special education training? What is their percentage share in the total number of teachers? What are the resources involved in providing the training?

Asked by : Hon. LEE Wai-king, Starry

Reply :

In the 2009/10 to 2010/11 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:

	2009/10 (Actual)	2010/11 (Estimate)
Number of Teachers with Special Education Training	9 289	11 410
Percentage Share in Total Number of Teachers	20.9%	25.9%
Provisions (\$ million)	55.5	76.4

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB281**

Question Serial No.

3083

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

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In the 2010/11 school year, how many registered primary and secondary school teachers in the territory have special education training qualifications? And how many teachers holding the relevant qualifications are teaching in ordinary primary and secondary schools?

Asked by : Hon. LEE Wai-king, Starry

Reply :

In the 2010/11 school year, about 11 410 serving teachers have special education training, of which 10 320 are teaching in mainstream primary and secondary schools in the public sector.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse \_\_\_\_\_  
Post Title \_\_\_\_\_ Permanent Secretary for Education \_\_\_\_\_  
Date \_\_\_\_\_ 15 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB282**

Question Serial No.

3447

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 :

Would the Administration please advise on the reasons for the increase of 3.9% in the Education Bureau's estimate for 2011-12 as compared with the revised estimate for 2010-11? What are the items that lead to an increase in the estimate? Is the support for students with special educational needs included? If yes, what are the details of the measures? What is the basis for calculating the amount of funding? If no, what are the reasons?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

The estimated financial provision for 2011-12 under Head 156 Government Secretariat: Education Bureau is \$1,544.3 million (3.9%) higher than the revised estimate for 2010-11. This is mainly due to increase in provision arising from 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) in the 2011/12 school year (\$1,089 million), increased provision for Pre-primary Education Voucher Scheme (\$182 million) and provision for extension of years of study for special school students (\$81 million).

The above estimate includes additional resources for schools to support students with special educational needs. Under the prevailing policy of integrated education, the Education Bureau provides additional resources and professional support to schools to help them cater for the special educational needs of their students. Details of these support services and the related provisions are set out in the **Annex**. Broadly speaking, most of the resources are computed on the basis of the number of students in need, the number of the classes and the needs of schools. Nevertheless, schools are allowed to pool together both these additional and their existing school resources so as to deploy them holistically and flexibly for rendering support services to students in accordance with their special educational needs.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry TSE

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 16 March 2011

**Additional support and services provided for integrated education  
in the 2011/12 school year**

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	166.4
	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.	162.6
	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.	10.3
	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.	0.9
	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

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
	School-based Educational Psychology Service	School-based Educational Psychology Service is provided to help schools cater for students' diverse educational needs.	31.8
	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.	49.1
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	5.6
(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.	6.6
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	318.7

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
	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.	0.8
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	129.3
	School-based Educational Psychology Service	School-based Educational Psychology Service is provided to help schools cater for students' diverse educational needs.	14.9
(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.	8.6
	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.	4.9
	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.	4.6

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	75.3
(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:			993.5



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB283**

Question Serial No.

3448

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 :

Would the Administration please advise on the reasons for the increase of 0.9% in the estimate for 2011-12 as compared with the revised estimate for 2010-11? What are the items that lead to an increase in the estimate?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

Provision for 2011-12 in respect of Primary Education is \$94.4 million (0.9%) higher than the revised estimate for 2010-11. This is mainly due to salary increments of around \$83 million.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry TSE  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB284**

Question Serial No.

3449

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  
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Would the Administration please advise whether the support for students with learning difficulties is included in the estimate for 2011-12? If yes, what are the details of the measures? If no, what are the reasons?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

The estimated expenditure for the additional professional and resource support for students with special educational needs (SEN) in public sector mainstream primary and secondary schools have been included in the 2011-12 estimates. Details of these support services are set out in the Appendix.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

**Additional support and services provided for integrated education  
in the 2011/12 school year**

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	166.4
	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.	162.6
	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.	10.3
	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.	0.9

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
	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.	31.8
	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.	49.1
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	5.6
(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.	6.6

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	318.7
	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.	0.8
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	129.3
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	14.9

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	8.6
	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.	4.9
	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.	4.6
(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.	75.3
(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
<b>Total:</b>			<b>993.5</b>

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB285**

Question Serial No.

3450

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 :

Would the Administration please advise on the reasons for the increase of 6.9% in the estimate for 2011-12 as compared with the revised estimate for 2010-11? What are the items that lead to an increase in the estimate?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

Provision for 2011-12 in respect of Secondary Education is \$1,371.6 million (6.9%) higher than the revised estimate for 2010-11. This is mainly due to increase in funding requirement of \$1,089.0 million arising from 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 in the 2011/12 school year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry TSE

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

16 March 2011

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

**EDB286**

Question Serial No.

3451

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  
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Would the Administration please advise whether the support for students with learning difficulties is included in the estimate for 2011-12? If yes, what are the details of the measures? What is the support, if any, for students with learning difficulties under the new senior secondary academic structure? If no, what are the reasons?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

The estimated expenditure for 2011-12 covers the provision for the support services for students with special educational needs (SEN). Details of the additional support services and the estimated expenditure are in the Appendix.

On top of the additional support services detailed in the Appendix, for implementation of the New Senior Secondary academic structure, we advise schools, and have provided them with professional support, to provide students with SEN an adaptation of the regular curriculum, appropriate learning and teaching strategies and varying assessment accommodations to respond to the students' needs such as pace and styles of learning. In addition to having a wide choice of subjects from a diversified curriculum, Applied Learning courses are also offered to develop students' generic skills in authentic context. Given the diversity of SEN, specific adaptations inevitably have to be school-based. To help schools handle learner diversity, we have been organising an extensive series of seminars focusing on the general approach and subject-specific strategies for catering for learner diversity.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011



**Additional support and services provided for integrated education  
in the 2011/12 school year**

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	166.4
	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.	162.6
	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.	10.3
	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.	0.9
	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.	31.8
	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.	49.1
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	5.6
(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.	6.6
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	318.7

	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.	0.8
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	129.3
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	14.9
(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.	8.6
	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.	4.9
	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.	4.6
(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.	75.3

(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:			993.5

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB287**

Question Serial No.

3453

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

Programme : (4) Special Education

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

Would the Administration please advise on the reasons for the increase of 7.8% in the estimate for 2011-12 as compared with the revised estimate for 2010-11? What are the items that lead to an increase in the estimate?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

Provision for 2011-12 in respect of Special Education is \$117.1 million (7.8%) higher than the revised estimate for 2010-11. This is mainly due to increased provision of around \$80 million for the improvement measures on extension of years of study for special school students who have such a need due to various valid reasons.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry TSE  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 16 March 2011

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

**EDB288**

Question Serial No.

3454

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  
(7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

How many children with learning difficulties were referred to special schools in each of the past three years? Did the government have any measures to help those not referred? If yes, what are the manpower and measures in detail? If no, what are the reasons?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

Under the prevailing policy of special education, students with severe special educational needs (SEN) or multiple disabilities are referred to special schools for intensive support. Other students with SEN are, in accordance with parental preference, placed in mainstream schools. The numbers of students referred to special schools in the 2008/09, 2009/10, 2010/11 school years (up to 7 March 2011) are 826, 890 and 400 respectively. The figures for schools for social development are not included as these 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.

Under the Discrimination Disability Ordinance, all schools are obliged to provide equal opportunities to education for all students including those with SEN. To help mainstream schools cater for their students with SEN, the Education Bureau has been providing them with additional resources, professional support and teacher training. Details of these support services are set out in the Appendix.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

15 March 2011

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

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2010/11 school year (estimated expenditure) (\$ million)</b>
(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.	172.8
	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.	138.2
	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	10.6
	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.	0.9

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2010/11 school year (estimated expenditure) (\$ million)</b>
	Resource Primary Schools on Whole School Approach	The resource schools are provided with a cash grant to enable them to share their experience and strategies with mainstream schools in the implementation of the Whole School Approach to cater for students with special educational needs.	0.9
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	23.3
	Enhanced Speech Therapy Service	Participating schools are provided with a cash grant for employing their own speech therapists or procuring school-based speech therapy services to support students with speech and language impairments.	41.6
	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.	5.2
(3) Secondary Education	Whole School Approach to Integrated Education Programme	Participating schools are provided with additional teachers / learning support assistants and recurrent grants to support students with special educational needs through the Whole School Approach.	6.6



<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2010/11 school year (estimated expenditure) (\$ million)</b>
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	322.7
	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
	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.	0.7
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	97.5
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	11.7

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2010/11 school year (estimated expenditure) (\$ million)</b>
(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.	8.5
	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
	Enhanced Support Service for Hearing Impaired Integrators	Participating special schools are provided with additional resource teachers and a recurrent grant to offer comprehensive support services to students with hearing impairment in mainstream schools.	5.0
(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.	76.4
(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
<b>Total:</b>			<b>928.5</b>

Examination of Estimates of Expenditure 2011-12

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

Reply Serial No.

**EDB289**

Question Serial No.

3455

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 :

Would the Administration please advise whether the support for students with learning difficulties by ordinary schools is included in the increased estimate for 2011-12? If yes, what is the expenditure incurred in the increased estimate? What are the manpower and measures involved? If no, what are the reasons?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

In the 2011/12 school year, the estimated expenditure for the additional professional and resource support for students with special educational needs in public sector mainstream primary and secondary schools is \$993.5 million. It has been increased by \$65 million as compared to the 2010/11 school year. Details of these support services are set out in the Appendix.

All along, schools are advised to pool together various school resources and deploy them holistically and flexibly to render support services to students in accordance with their needs. In view of the variety of resources and support services provided directly and indirectly for students, we are unable to attribute the specific manpower involved for the support services.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

**Additional support and services provided for integrated education  
in the 2011/12 school year**

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	166.4
	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.	162.6
	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.	10.3
	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.	0.9

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
	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.	31.8
	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.	49.1
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	5.6
(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.	6.6

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	318.7
	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.	0.8
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	129.3
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	14.9

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	8.6
	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.	4.9
	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.	4.6
(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.	75.3
(6) 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
<b>Total:</b>			<b>993.5</b>

Examination of Estimates of Expenditure 2011-12

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

Reply Serial No.

**EDB290**

Question Serial No.

3456

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 :

Would the Administration please advise whether the support for students with learning difficulties and their parents is included in the increased estimate for 2011-12? If yes, what is the expenditure incurred in the increased estimate? What are the manpower and measures involved? If no, what are the reasons?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

Under the prevailing policy of integrated education, the Education Bureau provides additional resources and professional support for schools to help them cater for their students with special educational needs. Schools are encouraged to work closely with the parents to support these students. The estimated expenditure on those additional support, which amounts to \$993.5 million, has been included in the draft estimates for 2011-12. It has been increased by \$65 million as compared to the 2010/11 school year. Details of these support services are set out in the Appendix.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011



**Appendix**

**Additional support and services provided for integrated education  
in the 2011/12 school year**

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	166.4
	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.	162.6
	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.	10.3
	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.	0.9

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
	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.	31.8
	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.	49.1
	Intensive Support Grant for Hardcore or Clustered Students with Special Educational Needs	A cash grant for schools to employ teaching assistant(s) on a temporary basis for supporting individual or a cluster of students who have imminent needs for highly intensive support.	5.6
(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.	6.6

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
	Top-up Fund for Procurement of Special Furniture, Equipment or Carrying Out Minor Conversion Work for Students with Disabilities in Ordinary Schools (formerly subsumed under the Whole School Approach to Integrated Education Programme)	A cash grant for schools to procure special furniture and equipment and carry out minor conversion work for students with disabilities upon application.	0.5
	Additional teachers to cater for low academic achievers	Schools with a large intake of Territory Band 3 and bottom 10% junior secondary students are provided with additional teachers.	318.7
	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.	0.8
	Learning Support Grant for Secondary Schools	Participating schools are provided with a cash grant for hiring of services / appointment of teachers to support students with special educational needs.	129.3
	School-based Educational Psychology Service	School-based educational psychology service is provided to help schools cater for students' diverse educational needs.	14.9

<b>Programme in Controlling Officer's Report</b>	<b>Service/Programme</b>	<b>Description</b>	<b>2011/12 school year (estimated expenditure) (\$ million)</b>
(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.	8.6
	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.	4.9
	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.	4.6
(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.	75.3
(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
<b>Total:</b>			<b>993.5</b>

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB291**

Question Serial No.

3457

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 support measures for parents of students with learning difficulties in the past three years? What were the manpower and provisions involved? Please give a breakdown by types of learning difficulties, ages and grade level of the students.

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

Under the prevailing policy of integrated education, the Education Bureau (EDB) provides additional resources and professional support for schools to help them cater for their students with special educational needs (SEN). Schools are encouraged to work closely with the parents of these students and share with them various intervention strategies so that they can acquire the skills for supporting their children at home.

In addition, EDB conducts briefings for parents on a need basis on topics of their concern, such as education services available for students with SEN in mainstream and special schools, support for these students under the New Academic Structure, etc. As our major service targets are students with SEN rather than their parents, we are unable to attribute the specific manpower and resources for support measures for parents.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12

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

Reply Serial No.

**EDB292**

Question Serial No.

3458

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

Programme :                      (7) Policy and Support

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

What measures does the Administration have for the assessment and diagnosis of students with learning difficulties? What is the manpower responsible for conducting the assessment and diagnosis? What was the number of students waiting for assessment in each of the past three years? What were the median, average and longest waiting time? How many students were assessed? Of which, how many students were diagnosed with learning difficulties? Please give a breakdown by types of learning difficulties, ages and class levels of the students.

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

For children from birth to the age of five with suspected health, developmental and behavioural problems, they are assessed by the Maternal and Child Health Centre of the Department of Health (DH). Those who require further assessment are served by the Child Assessment Services (CAS) provided by either the DH or the Hospital Authority (HA) and medical practitioners of HA.

For students studying in public sector mainstream primary and secondary schools who are suspected to have learning difficulties such as reading and writing problems, intellectual problem, speech and language impairments and hearing impairment, they can be referred to the Education Bureau (EDB) for assessment services through their schools. The specialists in EDB comprise 33 educational psychologists (EPs), eight speech therapists (STs) and three audiologists under the Educational Psychology Service (EPS), Speech Therapy Service (STS) and Audiological Service respectively. In addition to the above, assessment service is also provided by school-based EPS and STS funded by EDB. School-aged children suspected to have developmental problems such as attention deficit problems, physical impairment, visual impairment and autistic spectrum disorders would be referred to medical practitioners of DH or HA for diagnosis and treatment.

As assessment service for students with SEN is provided by specialists/medical practitioners in different sectors and under different service modes, we are unable to provide comprehensive data on all assessment cases. As for the new cases referred to

and assessed by EDB or EDB-funded EPS and STS, we are providing the numbers in the past three years (i.e. from the 2007/08 to 2009/10 school years) below. Breakdown of the assessed cases by SEN type and class level is in the Appendix.

School Year	2007/08	2008/09	2009/10
(a) Number of referrals received	23 727	26 156	28 339
(b) Number of cases assessed	22 603	25 419	27 468
(c) Number of cases assessed to have SEN or mild impairment (such as those with mild speech and language impairment or mild hearing impairment)	18 613	21 594	23 715

Note:

1. The figures in (a) and (b) are not the same because not all cases received are assessed in the same school year, in particular cases received near the end of a school year.
2. Individual cases with multiple disabilities may need to be assessed by specialists of different streams, e.g. a case with suspected language, reading and writing difficulties would be assessed by an EP and a ST. They will be counted twice in the above table.

For cases referred to STs and audiologists, assessments were provided within two months. For cases referred to EPs, over 60% were assessed within two months, and about 90% within six months. Cases with a longer waiting time for assessment were usually due to some specific circumstances or nature. For example, there were cases of mild learning difficulties of which we will provide professional consultation and support prior to formal assessments, cases whose parents were ambivalent about receiving service, and cases of which the assessment had to be held up pending the students' medical treatment.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Mrs Cherry Tse  
Post Title \_\_\_\_\_ Permanent Secretary for Education  
Date \_\_\_\_\_ 15 March 2011

**Breakdown of Assessed Cases by SEN Type\* and Class Level\*\***

SEN type Level	2007/08 school year						2008/09 school year						2009/10 school year					
	SpLD	ID	AD/HD#	ASD#	HI	SLI	SpLD	ID	AD/HD#	ASD#	HI	SLI	SpLD	ID	AD/HD#	ASD#	HI	SLI
P1	649	61	37	37	82	4 064	534	63	57	50	117	4 200	543	84	56	66	94	4 492
P2	688	32	45	26	161	3 785	892	42	69	40	147	4 087	1 126	52	77	43	203	4 150
P3	135	21	29	15	47	2 797	165	15	54	20	105	3 447	233	36	61	26	95	3 621
P4	86	17	13	10	31	1 972	125	26	29	22	42	2 451	128	17	36	18	74	2 900
P5	87	18	13	10	37	1 436	113	28	22	9	50	1 772	104	24	40	20	39	2 046
P6	55	33	12	17	18	975	77	37	11	16	22	1 219	66	42	15	21	32	1 419
Subtotal	1 700	182	149	115	376	15 029	1 906	211	242	157	483	17 176	2 200	255	285	194	537	18 628
S1	204	42	23	20	24	281	241	62	21	28	33	227	227	52	48	30	41	272
S2	37	16	6	13	12	91	90	22	7	11	27	100	86	35	9	19	15	143
S3	40	21	3	2	14	59	85	26	2	9	28	98	75	21	9	7	15	134
S4	39	2	2	5	12	29	90	17	1	13	14	69	108	41	6	4	23	99
S5	12	6	1	2	9	19	17	15	0	4	19	21	20	7	1	6	8	35
S6	1	0	0	2	7	1	1	0	1	0	5	12	2	0	0	0	4	7
S7	0	0	0	0	4	1	1	0	0	0	0	2	1	0	0	0	2	4
Subtotal	333	87	35	44	82	481	525	142	32	65	126	529	519	156	73	66	108	694
Total	2 033	269	184	159	458	15 510	2 431	353	274	222	609	17 705	2 719	411	358	260	645	19 322
<b>Grand Total</b>	18 613						21 594						23 715					

SpLD: Specific Learning Difficulties

ID: Intellectual Disability

AD/HD#: Attention Deficit/Hyperactivity Disorder

(These are suspected cases assessed by EPs and subsequently referred to and confirmed as AD/HD by medical practitioners)

ASD#: Autistic Spectrum Disorders

(These are suspected cases assessed by EPs and subsequently referred to and confirmed as ASD by medical practitioners)

HI: Hearing Impairment

SLI: Speech and Language Impairment

\* The figures include cases assessed to have mild speech and language impairment or mild hearing impairment.

\*\* For operational reasons, the Education Bureau maintains data of students with SEN by class level instead of age group.



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

**EDB293**

Question Serial No.

3459

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) Would the Administration please provide the number of students currently diagnosed with learning difficulties in Hong Kong? What is their percentage share among all students? Is there any difference as compared to the international figure on the percentage of students diagnosed with learning difficulties in general? If yes, what is the difference in the figures? What are the reasons for the difference between Hong Kong and the international figures according to the Government's assessment?
- (b) Has the Government reviewed the effectiveness of the current assessment mechanism? If yes, what are the review intervals and the findings of each review? If no, what are the reasons?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

- (a) The total number of primary and secondary school students with special educational needs (SEN) known to the Education Bureau (EDB) in the 2010/11 school year is 25 640. This constitutes 4% of our total student enrollment in public sector mainstream schools. Individual countries/regions have their own policy regarding SEN and their definition of disability categories or diagnostic criteria may vary. SEN prevalence rates therefore vary across countries/regions. In view of the limitations, making a comparison across countries not in context can be misleading.
- (b) Under our 'Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils' (EII), all primary schools in the public sectors make use of the checklists developed and provided by EDB to conduct preliminary screening for Primary 1 students who demonstrate difficulties in learning, communication or social adjustment. The teachers will then provide those having mild and transient difficulties with early intervention. As for those showing severe learning difficulties or unsatisfactory response to intervention, schools will make referral to the relevant specialists/medical practitioners for further assessment.

The existing assessment mechanism is effective and under the mechanism, an increasing number of students have been identified with SEN in recent years, to whom we provide early intervention and appropriate support. Nevertheless, EDB will continue to closely monitor and review regularly the implementation of the EII Programme and assessment service.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry Tse

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 15 March 2011

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

**EDB294**

Question Serial No.

3460

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 :

Would the Administration provide the number of specialist staff supporting students with learning difficulties and their parents, including educational psychologists, registered clinical psychologists, speech therapists, social workers and counsellors, etc.? What are their ratios to the numbers of schools, ordinary students, students with learning difficulties and parents of students with learning difficulties?

Asked by : Hon. LEONG Kah-kit, Alan

Reply :

The Education Bureau (EDB) provides both specialist and student guidance services to support students with learning difficulties. Students are our service targets and we will collaborate with parents in supporting students with special educational needs. For the provision of specialist service, EDB has 33 educational psychologists (EPs) and eight speech therapists (STs) under the Educational Psychology Service and Speech Therapy Service. Specialist service is also provided by EDB-funded school-based EPs and school-based STs.

Educational Psychology Service (EPS) is provided to public sector mainstream primary and secondary schools through a school-based regular visit mode and a referral mode. The former involves the provision of EP posts in EDB and the aided sector as well as outsourcing of the EPS. EDB has been expanding this mode of service since the 2008/09 school year, covering an increasing number of schools from the initial 300 to more than 400 in this school year. We plan to provide this mode of service to an additional 100 schools in the 2011/12 school year. The remaining schools will continue to be served by EDB EPs on a referral mode. At present, under the school-based EPS mode, each EP will serve six to ten schools. The Government has strived to increase the supply of EPs with a view to improving the EP manpower and enhancing the service. In this regard, the University Grant Committee has increased the provision for EP training places in local tertiary institutions.

Speech Therapy Service (STS) is provided by school-based STs funded by EDB and by EDB STs. Public sector mainstream primary schools operating six classes or more with students having speech and language impairments enrolled are provided with an Enhanced Speech Therapy Grant (ESTG). Schools provided with the ESTG could utilise the grant to either employ their own ST or purchase school-based speech STS from service providers. The other schools will receive support service from EDB STs. As STS is provided through different modes and schools can deploy their resources flexibly to hire ST or procure STS having regard to their needs, we are unable to provide the manning ratio.

As for student guidance service (SGS) in primary schools, one Student Guidance Officer/Teacher (SGO/T) or one unit of SGS Grant is provided for each school with 18 classes or above, and half for each school with five to 17 classes. Primary schools with less than five classes are served by SGOs in EDB. Schools opting for SGS Grant can deploy the funding flexibly to employ their own student guidance personnel (SGP) or hire SGS from non-governmental organisations. Again, as SGS is provided through different modes and schools can deploy their resources flexibly to employ additional manpower or procure SGS, we are unable to provide the overall ratio of SGP per class/student.

Regarding the school social work service in secondary schools, which is provided by the Social Welfare Department, the policy of 'one school social worker for each secondary school' has been fully implemented since the 2000/01 school year. EDB does not provide clinical psychology service to schools.

Signature	_____
Name in block letters	_____ Mrs Cherry Tse _____
Post Title	_____ Permanent Secretary for Education _____
Date	_____ 15 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB296**

Question Serial No.

3760

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 :

The actual 2009-10 provision for the Direct Subsidy Scheme (DSS) schools is \$2,404,132,000; original 2010-11 estimate is \$2,524,757,000; revised 2010-11 estimate is \$2,601,474,000; and the estimated provision for 2011-12 is \$2,943,269,000. Please provide a breakdown of the above figures by the DSS primary sector and DSS secondary sector separately.

Asked by : Hon. CHAN Mo-po, Paul

Reply :

A breakdown of the financial provisions under Subhead 000 Operational expenses for DSS by DSS primary sector and DSS secondary sector is provided below :-

	<b>2009-10 (Actual) (\$'000)</b>	<b>2010-11 (Original Estimate) (\$'000)</b>	<b>2010-11 (Revised Estimate) (\$'000)</b>	<b>2011-12 (Estimate) (\$'000)</b>
<b>DSS</b>				
Primary	376,696	404,966	457,755	490,366
Secondary	2,027,436	2,119,791	2,143,719	2,452,903
<b>Total</b>	<b>2,404,132</b>	<b>2,524,757</b>	<b>2,601,474</b>	<b>2,943,269</b>

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Mrs Cherry TSE

Post Title \_\_\_\_\_ Permanent Secretary for Education

Date \_\_\_\_\_ 10 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB298

Question Serial No.

0060

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 2008/09, 2009/10 and 2010/11 academic years-

1. the number of default cases and the amount involved
2. the percentage of default cases in relation to the number of loan repayment accounts
3. the number of applications for deferred repayment and the amount involved
4. the percentage of applications for deferred repayment in relation to the number of loan repayment accounts
5. the number of bankruptcy applications and the amount involved
6. the percentage of bankruptcy applications in relation to the number of loan repayment accounts
7. the number of write off-cases and the amount involved
8. the percentage of write-off cases in relation to the number of loan repayment accounts



Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

Regarding the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS), the Financial Assistance Scheme for Post-secondary Students (FASP), the Non-means-tested Loan Scheme (for full-time students who are covered under TSFS) (NLSFT), the Non-means-tested Loan Scheme (for full-time students who are covered under FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing part-time programmes and continuing and professional education courses) (ENLS), the required information for the 2008/09 to 2010/11 academic years is provided as follows -

1. The number of default cases and the amount involved:

	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS</b>			
No. of default cases	3 037	2 796	2 605
Amount in default (\$ million)	67.82	69.79	67.74
<b>(B) FASP</b>			
No. of default cases	704	972	900
Amount in default (\$ million)	4.08	7.26	10.93
<b>(C) NLSFT</b>			
No. of default cases	2 156	1 946	1 775
Amount in default (\$ million)	39.83	39.93	38.66
<b>(D) NLSPS</b>			
No. of default cases	1 656	1 909	1 773
Amount in default (\$ million)	38.89	50.32	53.87
<b>(E) ENLS</b>			
No. of default cases	9 365	9 751	9 820
Amount in default (\$ million)	96.86	117.39	124.90

\* As at 31 January 2011

2. The percentage of default cases in relation to the number of loan repayment accounts:

	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS</b>			
No. of default cases	3 037	2 796	2 605
No. of loan repayment accounts	42 362	37 577	34 823
Default rate in terms of accounts	7.17%	7.44%	7.48%
<b>(B) FASP</b>			
No. of default cases	704	972	900
No. of loan repayment accounts	8 232	10 470	14 320
Default rate in terms of accounts	8.55%	9.28%	6.28%
<b>(C) NLSFT</b>			
No. of default cases	2 156	1 946	1 775
No. of loan repayment accounts	21 947	22 035	22 464
Default rate in terms of accounts	9.82%	8.83%	7.90%
<b>(D) NLSPS</b>			
No. of default cases	1 656	1 909	1 773
No. of loan repayment accounts	11 746	13 797	17 619
Default rate in terms of accounts	14.10%	13.84%	10.06%
<b>(E) ENLS</b>			
No. of default cases	9 365	9 751	9 820
No. of loan repayment accounts	51 608	55 627	60 060
Default rate in terms of accounts	18.15%	17.53%	16.35%

\* As at 31 January 2011

3. The number of applications for deferred repayment:

	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS</b>	2 662	2 698	1 316
<b>(B) FASP</b>	669	1 498	1 493
<b>(C) NLSFT</b>	877	1 047	494
<b>(D) NLSPS</b>	2 157	2 796	1 793
<b>(E) ENLS</b>	2 139	2 409	1 473

\* As at 31 January 2011

Note: The Student Financial Assistance Agency has not maintained statistics of the amount involved in deferment applications.

4. The percentage of applications for deferred repayment in relation to the number of loan repayment accounts:

	Academic year		
	2008/09	2009/10	2010/2011*
<b>(A) TSFS</b>			
No. of deferment applications	2 662	2 698	1 316
No. of loan repayment accounts	42 362	37 577	34 823
Percentage of deferment applications in terms of loan repayment accounts §	6.28%	7.18%	3.78%
<b>(B) FASP</b>			
No. of deferment applications	669	1 498	1 493
No. of loan repayment accounts	8 232	10 470	14 320
Percentage of deferment applications in terms of loan repayment accounts §	8.13%	14.31%	10.43%
<b>(C) NLSFT</b>			
No. of deferment applications	877	1 047	494
No. of loan repayment accounts	21 947	22 035	22 464
Percentage of deferment applications in terms of loan repayment accounts §	4.00%	4.75%	2.20%
<b>(D) NLSPS</b>			
No. of deferment applications	2 157	2 796	1 793
No. of loan repayment accounts	11 746	13 797	17 619
Percentage of deferment applications in terms of loan repayment accounts §	18.36%	20.27%	10.18%
<b>(E) ENLS</b>			
No. of deferment applications	2 139	2 409	1 473
No. of loan repayment accounts	51 608	55 627	60 060
Percentage of deferment applications in terms of loan repayment accounts §	4.14%	4.33%	2.45%

\* As at 31 January 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.

5. The number of bankruptcy applications initiated by the student loan borrowers and the amount involved is as follows:

	Academic year		
	2008/09 <sup>^</sup>	2009/10	2010/11*
<b>(A) TSFS</b>			
No. of bankruptcy applications (Note)	38	27	5
Amount involved (\$ million)	1.00	1.16	0.14
<b>(B) FASP</b>			
No. of bankruptcy applications (Note)	19	12	3
Amount involved (\$ million)	0.67	0.46	0.15
<b>(C) NLSFT</b>			
No. of bankruptcy applications (Note)	24	15	3
Amount involved (\$ million)	1.02	0.60	0.08
<b>(D) NLSPS</b>			
No. of bankruptcy applications (Note)	20	24	4
Amount involved (\$ million)	2.45	2.73	0.75
<b>(E) ENLS</b>			
No. of bankruptcy applications (Note)	334	201	49
Amount involved (\$ million)	13.74	8.31	2.31

<sup>^</sup> The figures for 2008/09 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 2010.

\* As at 31 January 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.

6. The percentage of bankruptcy applications initiated by the student loan borrowers as compared with the number of loan repayment accounts is as follows:

	Academic year		
	2008/09 <sup>^</sup>	2009/10	2010/11*
<b>(A) TSFS</b>			
No. of bankruptcy applications (Note)	38	27	5
No. of loan repayment accounts	42 362	37 577	34 823
Percentage of bankruptcy applications in terms of loan repayment accounts	0.09%	0.07%	0.01%

	Academic year		
	2008/09 <sup>^</sup>	2009/10	2010/11*
<b>(B) FASP</b>			
No. of bankruptcy applications (Note)	19	12	3
No. of loan repayment accounts	8 232	10 470	14 320
Percentage of bankruptcy applications in terms of loan repayment accounts	0.23%	0.11%	0.02%
<b>(C) NLSFT</b>			
No. of bankruptcy applications (Note)	24	15	3
No. of loan repayment accounts	21 947	22 035	22 464
Percentage of bankruptcy applications in terms of loan repayment accounts	0.11%	0.07%	0.01%
<b>(D) NLSPS</b>			
No. of bankruptcy applications (Note)	20	24	4
No. of loan repayment accounts	11 746	13 797	17 619
Percentage of bankruptcy applications in terms of loan repayment accounts	0.17%	0.17%	0.02%
<b>(E) ENLS</b>			
No. of bankruptcy applications (Note)	334	201	49
No. of loan repayment accounts	51 608	55 627	60 060
Percentage of bankruptcy applications in terms of loan repayment accounts	0.65%	0.36%	0.08%

<sup>^</sup> The figures for the 2008/09 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 2010.

\* As at 31 January 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.

7. The number of write-off cases and the amount involved:

	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS</b>			
No. of write-off cases	10	18	11
Amount involved (\$ million)	0.34	0.62	0.43
<b>(B) FASP</b>			
No. of write-off cases	3	4	3
Amount involved (\$ million)	0.12	0.16	0.18

	Academic year		
	2008/09	2009/10	2010/11*
<b>(C) NLSFT</b>			
No. of write-off cases	4	4	5
Amount involved (\$ million)	0.20	0.11	0.12
<b>(D) NLSPS</b>			
No. of write-off cases	2	3	1
Amount involved (\$ million)	0.20	0.36	0.05
<b>(E) ENLS</b>			
No. of write-off cases	15	45	29
Amount involved (\$ million)	0.55	1.52	0.84

\* As at 31 January 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).

8. The percentage of write-off cases in relation to the number of loan repayment accounts:

	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS</b>			
No. of write-off cases	10	18	11
No. of loan repayment accounts	42 362	37 577	34 823
Write-off rate in terms of loan repayment accounts§	0.02%	0.05%	0.03%
<b>(B) FASP</b>			
No. of write-off cases	3	4	3
No. of loan repayment accounts	8 232	10 470	14 320
Write-off rate in terms of loan repayment accounts§	0.04%	0.04%	0.02%
<b>(C) NLSFT</b>			
No. of write-off cases	4	4	5
No. of loan repayment accounts	21 947	22 035	22 464
Write-off rate in terms of loan repayment accounts§	0.02%	0.02%	0.02%

	Academic year		
	2008/09	2009/10	2010/11*
<b>(D) NLSPS</b>			
No. of write-off cases	2	3	1
No. of loan repayment accounts	11 746	13 797	17 619
Write-off rate in terms of loan repayment accounts§	0.02%	0.02%	0.01%
<b>(E) ENLS</b>			
No. of write-off cases	15	45	29
No. of loan repayment accounts	51 608	55 627	60 060
Write-off rate in terms of loan repayment accounts§	0.03%	0.08%	0.05%

\* As at 31 January 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 \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB299

Question Serial No.

0061

<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

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

In the 2008/09, 2009/10 and 2010/11 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 2008/09 to 2010/11 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 –

	<b>Academic year</b>		
	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11*</b>
No. of applicants	30 946	31 932	31 128
No. of applicants who were not offered grant/loan owing to failure to pass the income test	1 009	978	819
No. of applicants who were not offered grant/loan owing to failure to pass the asset test	58	36	50

\* As at 31 January 2011

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB300**

Question Serial No.

1250

Head : 173 Student Financial      Subhead (No. & title) :  
Assistance Agency      000 Operational expenses

Programme :                  Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

What were the manpower and expenditures involved in recovering repayments under this Programme in each of the past 3 school years (i.e. 2008/2009 to 2010/2011)?

Asked by : Hon. CHEUNG Yu-yan, Tommy

Reply :

The number of staff and the total expenditure involved in recovering defaulted student loans in the 2008/09 to 2010/11 academic years are as follows:

	<b>Academic Year</b>		
	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
Total No. of Staff (Note)	65	69	84*
Total Expenditure (\$ million) (Note)	11.5	12.5	17.7#

Note : The Student Financial Assistance Agency has been funding the Department of Justice (DoJ) to set up a dedicated team since October 2010 to handle defaulted student loan cases referred by the Agency. The total number of staff of DoJ's dedicated team and the related expenditure have been included under 2010/11 academic year. For comparison purpose, the corresponding figures in 2008/09 and 2009/10 academic years have been revised to include DoJ's staff and related costs before the setting up of the dedicated team.

\* As at 31 January 2011

# Estimated expenditure for the whole 2010/11 academic year

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB301

Question Serial No.

0194

<u>Head</u> : 173 Student Financial Assistance Agency	<u>Subhead</u> (No. & title) : 000 Operational expenses 228 Student financial assistance
254 Loans to Students	103 Means-tested loan for post-secondary students 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 :

The estimated amount of grants and loans under the Financial Assistance Scheme for Post-secondary Students (FASP) for the 2011/12 academic year is \$1,106.6 million. Would the Administration inform this Committee of:

- (a) the estimates for grants and loans and their respective percentages in the total amount of funds disbursed;
- (b) the current number of default cases and the amount in default under FASP; and
- (c) regarding an increase of 80 permanent posts in the Agency in 2011-12 with expenses not exceeding \$136,628,000, please set out in detail the duties of the new posts, the number of staff among them responsible for handling grants and loans, and the number of staff responsible for recovering arrears from borrowers/indemnifiers.

Asked by : Hon. LEUNG Kwan-yuen, Andrew

Reply :

- (a) The estimated expenditure on grants and loans under the Financial Assistance Scheme for Post-secondary Students (FASP) for the 2011/12 academic year are \$848.2 million (76.6%) and \$258.4 million (23.4%) respectively.
- (b) As at 31 January 2011, there were around 900 default cases under FASP and the amount in default was \$10.93 million.

- (c) Amongst the 80 permanent posts to be created in 2011-12, the majority of the posts, i.e. 71 posts, serve to provide strengthened manpower support for handling various student financial assistance schemes, including 15 posts for FASP. The remaining 9 posts are to carry out computer-related and general administration duties. None of the proposed new permanent posts to be created in 2011-12 are related to carrying out duties to recover defaulted loans, as we estimate that the existing 84 staff deployed for loan recovery duties can cope with the projected workload in 2011-12. The major duties of the 80 posts are as follows:

<b>No. of Posts</b>	<b>Duties</b>
71	To process applications, answer enquiries, conduct authentication, arrange disbursement of grants/loans in connection with various student financial assistance schemes.
6	To support the development of the new Integrated Student Financial Assistance System of Student Financial Assistance Agency (SFAA).
3	To strengthen the office administration, human resources and accounts management functions of SFAA.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO \_\_\_\_\_

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency \_\_\_\_\_

Date \_\_\_\_\_ 16 March 2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB302

Question Serial No.

0395

Head : 173 Student Financial Assistance Agency      Subhead (No. & title) :  
228 Student financial assistance

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Regarding the Financial Assistance Scheme for Designated Evening Adult Education Courses (FAEAEC), will the Government inform this Committee of:

- (a) the number of students at the beginning of the school years and withdrawals by grade levels in the past five school years (i.e. 2006/07, 2007/08, 2008/09, 2009/10 and 2010/11 school years);
- (b) the age distribution of students in the past five school years (i.e. from 2006/07 to 2010/11 school years);
- (c) the tuition fees for each grade level charged by various course operators (i.e. the institutions under the FAEAEC, other non-profit-making institutions and private institutions);
- (d) the percentage of trained graduate teachers in the total number of teachers of the course operators; and
- (e) the number of students granted 30%, 50% or full reimbursement, and the respective provisions for the past five school years (i.e. from 2006/07 to 2010/11 school years).

Asked by : Hon. HO Chun-yan, Albert

Reply :

(a) & (b)

The Financial Assistance Scheme for Designated Evening Adult Education Courses (FAEAEC) provides fee reimbursement to eligible adult learners attending evening secondary courses operated by approved course providers at designated centres. The enrolment figures and number of students who withdrew from the courses as well as the age distribution of students in the 2006/07 to 2010/11 school years are at Annex A and Annex B respectively.

- (c) Details of tuition fees charged by the approved course providers under FAEAEC in the 2010/11 school year are at Annex C. Information of other private secondary evening schools including tuition fees is available on the Education Bureau Homepage for public access.
- (d) In the 2010/11 school year, nearly 90% of the teachers for the evening secondary courses operated by the approved course providers at the designated centres are trained graduate teachers.
- (e) The numbers of students granted 30%, 50% or full reimbursement and the respective amounts of tuition fees reimbursed for the past five school years under FAEAEC are tabulated as follows:-

School year	2006/07	2007/08	2008/09	2009/10 (as at 31.1.2011)	2010/11 <sup>#</sup>
No. of students granted 30% reimbursement (Disbursed amount in \$ million)	467 (1.2)	439 (1.1)	514 (1.3)	460 (1.2)	-
No. of students granted 50% reimbursement* (Disbursed amount in \$ million)	N/A	N/A	127 (0.6)	124 (0.6)	-
No. of students granted full reimbursement (Disbursed amount in \$ million)	105 (0.9)	91 (0.8)	145 (1.3)	150 (1.3)	-
<b>Total no. of students receiving reimbursement (Disbursed amount in \$ million)</b>	<b>572 (2.1)</b>	<b>530 (1.9)</b>	<b>786 (3.2)</b>	<b>734 (3.1)</b>	<b>-</b>

\* The level of 50% reimbursement was introduced in the 2008/09 school year.

# Since tuition fees are reimbursed to eligible students upon their completion of the courses, the number of successful cases of fee reimbursement for the 2010/11 school year is not yet available.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

**Designated Evening Adult Education Courses**  
**Numbers of Enrolment and Student Withdrawals from the Courses**  
**in the 2006/07 to 2010/11 school years**

School year	Level of study	Enrolment	Number of student withdrawals from the courses
2006/07 <sup>(1)</sup>	Secondary 4	573	234
	Secondary 5	516	80
	Secondary 6	30	7
	Secondary 7	0	N. A.
	<b>Total</b>	<b>1 119</b>	<b>321</b>
2007/08 <sup>(1)</sup>	Secondary 4	627	256
	Secondary 5	539	119
	Secondary 6	0	N. A.
	Secondary 7	26	2
	<b>Total</b>	<b>1 192</b>	<b>377</b>
2008/09	Secondary 1	47	28
	Secondary 2	61	32
	Secondary 3	248	119
	Secondary 4	756	272
	Secondary 5	603	117
	Secondary 6	63	20
	Secondary 7	0	N. A.
	<b>Total</b>	<b>1 778</b>	<b>588</b>
2009/10	Secondary 1	76	34
	Secondary 2	93	41
	Secondary 3	159	79
	Secondary 4	332	114
	Secondary 5	830	179
	Secondary 6	93	23
	Secondary 7	47	5
	<b>Total</b>	<b>1 630</b>	<b>475</b>
2010/11 <sup>(2)</sup>	Secondary 1	43	24
	Secondary 2	47	23
	Secondary 3	191	104
	Secondary 4	462	140
	Secondary 5	620	162
	Secondary 6	321	70
	Secondary 7	251	35
	<b>Total</b>	<b>1 935</b>	<b>558</b>

## Notes:

- (1) The extension of the scheme to cover junior secondary levels (i.e. Secondary 1 to Secondary 3) and the addition of a 50% fee reimbursement level took effect from the 2008/09 school year.
- (2) The enrolment and student withdrawal figures for the 2010/11 school year reflect the position as at 31 January 2011.

**Designated Evening Adult Education Courses**  
**Age Distribution of Students in the 2006/07 to 2010/11 school years**

School year	Level of study	Age of students		
		17 – 20	21 and above	Total
2006/07 <sup>(1)</sup>	Secondary 4	157	337	494
	Secondary 5	138	367	505
	Secondary 6	5	17	22
	Secondary 7	0	0	0
	<b>Total</b>	<b>300</b>	<b>721</b>	<b>1 021</b>
2007/08 <sup>(1)</sup>	Secondary 4	171	306	477
	Secondary 5	147	337	484
	Secondary 6	7	17	24
	Secondary 7	0	0	0
	<b>Total</b>	<b>325</b>	<b>660</b>	<b>985</b>
2008/09	Secondary 1	8	27	35
	Secondary 2	22	9	31
	Secondary 3	85	70	155
	Secondary 4	228	354	582
	Secondary 5	233	303	536
	Secondary 6	16	33	49
	Secondary 7	0	0	0
	<b>Total</b>	<b>592</b>	<b>796</b>	<b>1 388</b>
2009/10	Secondary 1	16	42	58
	Secondary 2	22	32	54
	Secondary 3	48	34	82
	Secondary 4	121	139	260
	Secondary 5	318	416	734
	Secondary 6	49	35	84
	Secondary 7	22	24	46
	<b>Total</b>	<b>596</b>	<b>722</b>	<b>1 318</b>
2010/11 <sup>(2)</sup>	Secondary 1	11	27	38
	Secondary 2	18	15	33
	Secondary 3	80	40	120
	Secondary 4	166	124	290
	Secondary 5	217	259	476
	Secondary 6	128	129	257
	Secondary 7	147	84	231
	<b>Total</b>	<b>767</b>	<b>678</b>	<b>1 445</b>

Notes:

- (1) The extension of the scheme to cover junior secondary levels (i.e. Secondary 1 - Secondary 3) took effect from the 2008/09 school year.
- (2) Figures refer to the position as at 15 September 2010. Figures are provisional and are subject to revision.



**Designated Evening Adult Education Courses  
Tuition Fees in the 2010/11 school year**

<b>School Name</b>	<b>Approved Course Provider</b>	<b>Tuition Fee per annum</b>
Hong Kong College of Technology Adult Education Centre (Queen Elizabeth School)	Hong Kong College of Technology Group Limited	Secondary 1 to Secondary 3: \$7,400 Secondary 4: \$9,100 Secondary 5: \$9,100 - \$14,810 Secondary 6 to Secondary 7: \$11,130
Hong Kong College of Technology Adult Education Centre (Kowloon Technical School)		
Hong Kong College of Technology Adult Education Centre (Ho Tung Secondary School)		
Hong Kong College of Technology Adult Education Centre (Tsuen Wan Government Secondary School)		
Po Leung Kuk Vicwood K T Chong Sixth Form College (Evening Section)	Po Leung Kuk	Secondary 4: \$8,300 Secondary 5: \$13,800 Secondary 6: \$10,600 Secondary 7: \$10,570
Po Leung Kuk No. 1 College (Evening Section)		
Ma Kam Ming Charitable Foundation Ma Chan Duen Hey Memorial Evening College	The Lutheran Church – Hong Kong Synod Limited	Secondary 4 to Secondary 5: \$8,000
Lui Cheung Kwong Lutheran Evening College		
Kwun Tong Lutheran Evening School	Kwun Tong Lutheran Evening School	Secondary 4: \$8,000 Secondary 5: \$7,500 - \$8,000 Secondary 6: \$10,000

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB303

Question Serial No.

0846

<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 :

In the 2011-12 Budget Speech, the Financial Secretary states that "I propose to relax the income ceiling for the full level of student financial assistance under the means test mechanism starting from the 2011/12 academic year." What is the estimated level of the income ceiling for full assistance after the relaxation?

Asked by : Hon. WONG Yuk-man

Reply :

Starting from the 2011/12 academic year, we propose to relax the income threshold for the full level of student financial assistance under the existing means test mechanism of the Student Financial Assistance Agency. It is estimated that the measure will enable around 75 000 additional students at all levels of study to receive full assistance, and the percentage of full assistance recipients against the total number of student beneficiaries will be increased from the present level of around 30% to about 50% in the 2011/12 academic year.

This proposal covers all the existing means-tested student financial assistance schemes from the pre-primary to post-secondary levels. At the same time, we would also adjust the tiers of assistance for post-secondary students. We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB304

Question Serial No.

0847

<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 :

Will the Government relax the income ceiling for student financial assistance other than the full level under the means test mechanism so that more students will be eligible to apply for the assistance? If yes, what are the details? If not, what are the reasons?

Asked by : Hon. WONG Yuk-man

Reply :

Starting from the 2011/12 academic year, we propose to relax the income threshold for the full level of student financial assistance under the existing means test mechanism of the Student Financial Assistance Agency. We also propose to adjust the existing tiers of assistance for post-secondary students so that all the post-secondary students eligible for less than full level of financial assistance will receive a higher amount of assistance. We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance, and will announce the details in one to two months' time.

This relaxation proposal will enable a substantial number of students currently eligible for receiving less than full assistance to become eligible for full assistance. At present, the equivalent monthly income limit under the means test for any student to be eligible for student financial assistance at all levels of study is around median household income level. This income threshold will be adjusted annually according to the movement of the Consumer Price Index (A). We consider the current income threshold for being eligible for student financial assistance generally appropriate.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011



Institution	Academic Years				
	2006/07	2007/08	2008/09	2009/10	2010/11*
<b>(D) Hong Kong University of Science and Technology</b>					
Number of students receiving grant	2 034	1 792	1 648	1 640	1 437
Number of students receiving full grant	603	522	495	553	569
<b>(E) Lingnan University</b>					
Number of students receiving grant	1 005	945	922	972	842
Number of students receiving full grant	334	321	313	344	307
<b>(F) The Chinese University of Hong Kong</b>					
Number of students receiving grant	3 696	3 267	3 087	3 146	2 880
Number of students receiving full grant	1 101	1 075	1 071	1 100	1 079
<b>(G) The Hong Kong Academy of Performing Arts</b>					
Number of students receiving grant	199	176	155	143	133
Number of students receiving full grant	71	64	52	59	49
<b>(H) The Hong Kong Institute of Education</b>					
Number of students receiving grant	1 141	1 010	1 020	1 165	1 056
Number of students receiving full grant	369	376	382	444	446
<b>(I) The Hong Kong Polytechnic University</b>					
Number of students receiving grant	4 959	4 577	4 404	4 696	4 250
Number of students receiving full grant	1 519	1 473	1 406	1 521	1 524
<b>(J) The Prince Philip Dental Hospital</b>					
Number of students receiving grant	8	12	13	14	14
Number of students receiving full grant	3	2	3	7	7

Institution	Academic Years				
	2006/07	2007/08	2008/09	2009/10	2010/11*
<b>(K) The University of Hong Kong</b>					
Number of students receiving grant	2 786	2 565	2 361	2 311	1 930
Number of students receiving full grant	810	795	746	780	719
<b>Total</b>					
Number of students receiving grant	30 943	28 279	27 336	28 289	23 806
Number of students receiving full grant	9 742	9 597	9 503	10 105	9 355

\* As at 31 January 2011

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB306

Question Serial No.

0849

Head : 173 Student Financial Assistance Agency      Subhead (No. & title) :  
254 Loans to Students      102 Non-means-tested loan scheme

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please provide the number of students successfully applied for loans under the Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students covered by Tertiary Student Finance Scheme – Publicly-funded Programmes) in different institutions over the past five academic years from 2006/07 to 2010/11.

Asked by : Hon. WONG Yuk-man

Reply :

In the 2006/07 to 2010/11 academic years, 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				
	2006/07	2007/08	2008/09	2009/10	2010/11*
City University of Hong Kong	918	808	920	902	738
Hong Kong Baptist University	480	429	496	503	419
Hong Kong Institute of Vocational Education and Design Institute of the Vocational Training Council	723	749	830	1 044	879
Hong Kong University of Science and Technology	401	386	411	433	399
Lingnan University	256	259	283	273	239
The Chinese University of Hong Kong	682	643	728	773	704

<b>Institution</b>	<b>Academic Year</b>				
	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11*</b>
The Hong Kong Academy for Performing Arts	95	84	93	89	76
The Hong Kong Institute of Education	303	286	322	348	244
The Hong Kong Polytechnic University	864	856	1 022	1 097	891
The Prince Philip Dental Hospital	2	5	2	1	3
The University of Hong Kong	831	783	829	885	699
<b>Total</b>	<b>5 555</b>	<b>5 288</b>	<b>5 936</b>	<b>6 348</b>	<b>5 291</b>

\* As at 31 January 2011

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB307**

Question Serial No.

1081

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 :

If families with primary and secondary students currently receiving textbook assistance, including full-grant textbook assistance and half-grant textbook assistance, are categorised into 10 different bandings, i.e. 1-10%, 11-20%, 21-30% and so forth of the median annual household income with reference to their total annual household income, what is the respective number of households in each banding?

Asked by : Hon. LEUNG Yiu-chung

Reply :

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 (STAS) by their gross annual family income, which makes reference to the median annual household income.

Under our existing means test mechanism, the equivalent family income limit for full grant under STAS is slightly below 40% of the relevant median household incomes, whilst that for half grant under STAS is around 100% of the relevant median household income levels.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB308**

Question Serial No.

3747

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 list out the number of families with primary and/or secondary students currently receiving textbook assistance by categories of half grant, 75% of the grant and full grant.

Asked by : Hon. LEUNG Yiu-chung

Reply :

The School Textbook Assistance Scheme provides textbook assistance to needy primary and secondary students at the full-grant rate and the half-grant rate. In the 2010/11 school year up to the end of February 2011, the numbers of families with primary and/or secondary students receiving full-grant and half-grant under the School Textbook Assistance Scheme are 52 253 and 136 500 respectively.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB309

Question Serial No.

1655

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 2011-12, the Student Financial Assistance Agency will increase 80 non-directorate posts. What are the justifications for such an increase? What is the actual expenditure involved? Please also provide a breakdown for the 80 posts including their ranks and salaries, and the responsibilities of these posts.

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

The estimated annual expenditure of the 80 non-directorate permanent posts to be created in 2011-12 is about \$21 million (based on the monthly mid-point salaries of each rank). The justifications, ranks, monthly salaries and responsibilities of the 80 posts are set out below:

No. of Post	Rank (No. of Post)	Monthly salaries per post / Total annual salaries*	Justifications	Duties / Scope of Responsibilities
71	Executive Officer I (2)	\$44,400/ \$1,065,600	To strengthen manpower support for handling various student financial assistance schemes^.	To process applications, answer enquiries, conduct authentication and arrange disbursement of grants / loans in connection with various financial assistance schemes.
	Executive Officer II (3)	\$29,400/ \$1,058,400		
	Senior Clerical Officer (7)	\$33,710 / \$2,831,640		
	Clerical Officer (17)	\$25,460/ \$5,193,840		
	Assistant Clerical Officer (10)	\$15,875/ \$1,905,000		
	Clerical Assistant (32)	\$12,380 / \$4,753,920		

<b>No. of Post</b>	<b>Rank (No. of Post)</b>	<b>Monthly salaries per post / Total annual salaries*</b>	<b>Justifications</b>	<b>Duties / Scope of Responsibilities</b>
3	Clerical Assistant (3)	\$12,380 / \$445,680	To strengthen office administration, human resources and accounts management functions of the Student Financial Assistance Agency (SFAA)^.	To provide general administrative / personnel / accounting support.
6	Chief Executive Officer (1) ----- Senior Executive Officer (1) ----- Executive Officer I (2) ----- Senior Clerical Officer (2)	\$83,060 / \$996,720 ----- \$60,890 / \$730,680 ----- \$44,400 / \$1,065,600 ----- \$33,710 / \$809,040	To support the development of the new Integrated Student Financial Assistance System (ISFAST) of SFAA.	To plan and implement ISFAST of SFAA.

\* The monthly mid-point salaries of each rank are used.

^ These would involve the phasing out of 42 Non-Civil Service Contract (NCSC) positions with long-term service needs. These positions will be gradually phased out having regard to the natural wastage of NCSC staff, the end-date of the existing employment contracts of NCSC staff and the lead-time required for filling the posts with civil servants.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB310

Question Serial No.

1666

<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 :

As mentioned in paragraph 130 of the 2011-12 Budget Speech, the Financial Secretary proposed to relax the income ceiling for the full-level of student financial assistance under the means test mechanism starting from the 2011-12 academic year. In this connection, will the Government provide the details of the means test and the relaxed income ceilings, with breakdown in the respective updated "Adjusted Family Income" (AFI) values and the different levels of assistance?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

Starting from the 2011/12 academic year, we propose to relax the income threshold for the full level of student financial assistance under the means test mechanism of the Student Financial Assistance Agency. It is estimated that the measure will enable around 75 000 additional students at all levels of study to receive full assistance, and the percentage of full assistance recipients against the total number of student beneficiaries will be increased from the present level of around 30% to about 50% in the 2011/12 academic year.

This relaxation proposal covers all the existing means-tested student financial assistance schemes from the pre-primary to post-secondary levels. At the same time, we would also adjust the tiers of assistance for post-secondary students. We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011





Apart from relaxing the income threshold for full level of assistance, we also propose to adjust the existing tiers of assistance for post-secondary students to enable all post-secondary students receiving less than full level of assistance to receive a higher amount of assistance. We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

Signature \_\_\_\_\_  
Name in block letters Ms Nancy SO  
Post Title Controller, Student Financial Assistance Agency  
Date 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB312

Question Serial No.

1668

<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 :

As mentioned in paragraph 131 of the 2011-12 Budget Speech, the Financial Secretary proposed to adjust the existing tiers of financial assistance for post-secondary students so that more students will be granted full assistance while those not on full assistance will also receive more. In this connection, will the Government provide details of the increase in the number of post-secondary students granted full assistance and those not on full assistance compared to the figures in 2009-2010 and 2010-2011? For each post-secondary student not on full assistance, will the Government provide the details of the amount of financial assistance received and the percentage increase in the financial assistance received compared to 2010-2011?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

Starting from the 2011/12 academic year, we propose to relax the income threshold for the full level of student financial assistance under the means test mechanism of the Student Financial Assistance Agency. It is estimated that the measure will enable around 75 000 additional students at all levels of study, including 11 000 post-secondary students, to receive full assistance, and the percentage of full assistance recipients against the total number of student beneficiaries will be increased from the present level of around 30% to about 50% in the 2011/12 academic year.

This relaxation proposal covers all the existing means-tested student financial assistance schemes from the pre-primary to post-secondary levels. At the same time, we would also adjust the tiers of assistance for post-secondary students, so that all post-secondary students eligible for assistance below the full level can receive a higher amount of assistance. It is estimated that around 22 000 post-secondary students would be able to receive a higher amount of assistance in the 2011/12 academic year under this measure.

We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

Signature	_____
Name in block letters	Ms Nancy SO
Post Title	Controller, Student Financial Assistance Agency
Date	16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB313

Question Serial No.

1669

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 :

As mentioned in paragraph 132 of the 2011-12 Budget Speech, each post-secondary student receiving full assistance will be entitled to an additional grant of \$1,000 for the acquisition, replacement or enhancement of necessary study aids, including computer and related equipments. In this connection, will the Government provide details of the factors considered in determining the grant amount, and whether the Government has considered a yearly review mechanism over the grant amount in response to changes in future economic condition, if yes, of the details and whether the Government will consider additional grant to post-secondary students not receiving full assistance and the proposed grant amount?

Asked by : Hon. SHEK Lai-him, Abraham

Reply :

At present, post-secondary students who pass the means test of the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) can receive a grant to help cover tuition fees and another grant to help meet academic expenses. In the 2010/11 academic year, the maximum amount of the academic expenses grant ranges from \$3,210 to \$34,380 per year, depending on the types, disciplines and levels of the study programmes.

Starting from the 2011/12 academic year, we propose to provide an additional amount of academic expenses grant up to the maximum of \$1,000 per year to all post-secondary students eligible for assistance under TSFS and FASP. Each post-secondary student entitled to full level of assistance will receive additional academic expenses grant of \$1,000 per year while those receiving assistance less than the full level will receive a percentage of the maximum amount depending on the result of the means test. The additional amount of academic expenses grant will be disbursed together with their original grant entitlement and students can flexibly deploy the whole sum of the academic expenses grant to meet their specific needs in studies, such as to purchase textbooks and reference materials, or to acquire, replace or enhance study aids including computer equipment. This additional amount of grant will be adjusted annually as part of the academic expenses grant in accordance with the established price adjustment mechanism.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Ms Nancy SO

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

16 March 2011



With the re-engineered procedures to process applications, SFAA estimates that around 170 000 families, comprising 220 000 primary and secondary students, can receive the textbook assistance before the start of the 2011/12 school year. Compared with the previous arrangement, the majority of eligible students will receive textbook assistance two months earlier.

To cater for applicants who have special difficulties in making upfront payment of textbook expenses but are not able to receive early textbook assistance under the above arrangement, SFAA will continue to implement the “Principal Recommendation Scheme” (PRS) in the 2011/12 school year. Under PRS, applicants with financial difficulties may approach schools to recommend their cases to SFAA for fast-track processing of their applications for financial assistance. Provided that the applicants can submit all the necessary information in time, SFAA will arrange for disbursement of the textbook assistance to the recommended students in August 2011.

We believe that the new processing procedures, together with PRS as well as our proposal to relax the income threshold for full level of assistance under the means test mechanism of SFAA which was announced in the 2011-12 Budget and another proposal to increase the flat-rate grant under the School Textbook Assistance Scheme as from the 2011/12 school year which was announced in the 2010 Policy Address, can help relieve the financial burden of the majority of parents receiving the textbook assistance in meeting their children’s expenses for the new school year.

Signature	_____
Name in block letters	Ms Nancy SO
Post Title	Controller, Student Financial Assistance Agency
Date	16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB315

Question Serial No.

1905

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 number of applications for the Kindergarten and Child Care Centre Fee Remission Scheme is estimated to increase by 1 180 in 2011/12 as compared to 2010/11. The fee remission disbursed, however, will decrease by \$32.3 million. Please provide information in relation to the following:

- (a) what is the reason for the decrease in the funds disbursed while the number of applications is estimated to increase?
- (b) will there be a corresponding reduction in the rate of subsidy received by each eligible students owing to the decrease in funds disbursed? If yes, what is the extent of reduction and the amount involved?

Asked by : Hon. CHEUNG Kwok-che

Reply :

- (a) Since the introduction of the Pre-primary Education Voucher Scheme (PEVS) in the 2007/08 school year, the Kindergarten and Child Care Centre Fee Remission Scheme (KCFRS) has been re-aligned. Low-income families with children attending nursery, lower or upper classes in kindergartens will receive financial assistance comprising two parts, namely (i) the non-means-tested fee subsidy from PEVS; and (ii) additional means-tested fee remission from KCFRS. Specifically, if the fee subsidy from PEVS is unable to fully cover the actual tuition fee, parents-in-need may apply for additional financial assistance from KCFRS. The actual amount of fee remission from KCFRS will be equal to 50%, 75% or 100% of the actual tuition fee of the kindergarten depending on the result of the means test, subject to the applicable fee remission ceiling, *minus* the voucher value dedicated towards fee subsidy for the school year. With the fee subsidy from PEVS increasing from \$14,000 per student per annum (pspa) in the 2010/11 school year to \$16,000 pspa in the 2011/12 school year, demand for fee remission from KCFRS by needy kindergarten children is expected to decrease accordingly.

- (b) The average fee remission amount received by an eligible child under KCFRS for the 2010/11 school year is around \$7,630. This will decrease slightly to around \$7,500 in the 2011/12 school year, owing to an increase in the amount of fee subsidy from PEVS in the 2011/12 school year.

Signature \_\_\_\_\_  
Name in block letters Ms Nancy SO  
Post Title Controller, Student Financial Assistance Agency  
Date 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB316

Question Serial No.

2557

<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 :

In paragraph 130 of the Budget Speech, the Financial Secretary proposed to relax the income ceiling for the full level of student financial assistance under the means test mechanism. In this connection, please advise on the following:

- (a) What will be the income ceiling after the relaxation?
- (b) Will the Administration relax the ceiling of "Adjusted Family Income" for the half level of student financial assistance as well? If yes, what are the details? If not, what are the reasons?

Asked by : Hon. CHEUNG Kwok-che

Reply :

- (a) Starting from the 2011/12 academic year, we propose to relax the income threshold for the full level of student financial assistance under the means test mechanism of the Student Financial Assistance Agency. It is estimated that the measure will enable around 75 000 additional students at all levels of study to receive full assistance, and the percentage of full assistance recipients against the total number of student beneficiaries will be increased from the present level of around 30% to about 50% in the 2011/12 academic year.

This relaxation proposal covers all the existing means-tested student financial assistance schemes from the pre-primary to post-secondary levels. At the same time, we would also adjust the tiers of assistance for post-secondary students, so that all the post-secondary students eligible for less than full level of financial assistance will also receive a higher amount of assistance. We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

- (b) Following the above relaxation proposal, a substantial number of students currently receiving less than full assistance would become eligible for receiving the full level of assistance. At present, the equivalent monthly income limit of the Adjusted Family Income (AFI) threshold for half level of student financial assistance for pre-primary, primary and secondary students is comparable to the median household income level. The relevant AFI threshold will be adjusted annually according to the movement of the Consumer Price Index (A). We consider that the current income threshold for being eligible to receive half level of student financial assistance for pre-primary, primary and secondary students is generally appropriate.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB317

Question Serial No.

2558

<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 :

In paragraph 131 of the Budget Speech, the Financial Secretary proposed to adjust the existing tiers of financial assistance for post-secondary students so that these students will be better subsidised. Please provide the following information:

- (a) After adjustment, what are the ceilings on the "Adjusted Family Income" and "Net Asset Value per Family Member" for each tier? What are the criteria for setting these new ceilings?
- (b) In the 2011/12 academic year, will the scope of financial assistance for post-secondary students be extended to cover all students taking an associate degree programme? If yes, what are the ceilings on the "Adjusted Family Income" and "Net Asset Value per Family Member" for such applications? What is the amount of financial assistance receivable? If no, what are the reasons?

Asked by : Hon. CHEUNG Kwok-che

Reply :

- (a) Starting from the 2011/12 academic year, we propose to relax the income threshold for full level of student financial assistance under the existing means test mechanism of the Student Financial Assistance Agency. It is estimated that the measure will enable around 75 000 additional students at all levels of study, including around 11 000 post-secondary students, to receive full assistance in the 2011/12 academic year. The percentage of full assistance recipients against the total number of student beneficiaries will be increased from the present level of around 30% to about 50% in the same year. At the same time, we would also adjust the tiers of assistance for post-secondary students, so that all post-secondary students eligible for assistance below the full level can receive a higher amount of assistance.

We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

- (b) At present, needy students pursuing full-time publicly-funded sub-degree programmes or self-financing locally-accredited post-secondary education programmes leading to a qualification at the level of associate degree, higher diploma or professional diploma are eligible to receive financial assistance under the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) respectively. The proposals on relaxing the income threshold for full level of assistance and adjusting the existing tiers of assistance for post-secondary students will benefit all eligible sub-degree students under TSFS and FASP.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011



Starting from the 2011/12 academic year, we also propose to relax the income threshold for full level of student financial assistance under the existing means test mechanism of the Student Financial Assistance Agency, and adjust the existing tiers of financial assistance for post-secondary students. These measures will raise the assistance level of 11 000 post-secondary students to the full level, and enable all the other post-secondary students eligible for assistance below the full level to receive a higher amount of assistance.

We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

- (b) At present, needy students pursuing full-time publicly-funded sub-degree programmes or self-financing locally-accredited post-secondary education programmes leading to a qualification at the level of associate degree, higher diploma or professional diploma are eligible to receive financial assistance under TSFS and FASP respectively. The proposal of providing an additional amount of academic expenses grant up to the maximum amount of \$1,000 per year will be applicable to all students pursuing associate degree programmes and eligible for receiving assistance under TSFS and FASP. The amount a student can receive would depend on the result of the means test.

Signature	_____
Name in block letters	Ms Nancy SO
Post Title	Controller, Student Financial Assistance Agency
Date	16 March 2011





- (b) While the number of scholarships, grants and awards to be distributed in the 2011/12 school year is expected to drop, the amount of scholarships, grants and awards to be received by individual awardees will remain largely unaffected. The total amount of scholarships, grants and awards to be disbursed in 2011/12 will remain at the same level as that of 2010/11 as additional scholarship monies will be disbursed for renewal of awards in 2011/12 under the new “Scholarships for Prospective English Teachers”. The additional provision will offset the reduction in scholarship monies to be disbursed for other scholarships, grants and awards schemes.
- (c)&(d) SFAA will continue to distribute scholarships, grants and awards currently under its purview in the coming school years in accordance with the terms and conditions of each individual scholarships, grants and awards scheme.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB320

Question Serial No.

2563

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 estimated number of applications and funds to be disbursed under the Financial Assistance Scheme for Designated Evening Adult Education Courses remain unchanged in the 2011/12 school year as compared with the 2010/11 school year. In this connection, please advise on the following:

- (a) Why is there no plan to increase the funds to be disbursed under the Scheme?
- (b) Notwithstanding the 2011-12 estimates, is there any plan to increase the funding for the Scheme in the next five school years (i.e. from 2011/12 to 2015/16)?

Asked by : Hon. CHEUNG Kwok-che

Reply :

- (a) The estimated expenditure for the Financial Assistance Scheme for Designated Evening Adult Education Courses (FAEAEC) under Head 173 is for the disbursement of financial assistance to eligible students through reimbursement of tuition fee. For the 2011/12 school year, the student enrolment figure under the FAEAEC is expected to remain steady. The estimated expenditure of the FAEAEC is therefore projected to be at the same level as the revised estimate for the 2010/11 school year.
- (b) The expenditure of FAEAEC for the coming five school years will depend on a number of factors including the number of student intake, the level of tuition fee charged and the number of learners meeting the respective eligibility criteria for the three levels of tuition fee reimbursement (i.e. 30%, half and full fee reimbursement) etc. Sufficient provision will be earmarked for meeting the expenditure requirement.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Ms Nancy SO

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB321**

Question Serial No.

3357

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 following information in respect of students receiving textbook assistance:

- (a) Figures indicating the distribution of full-grant students receiving textbook assistance in the 2010/11 school year by districts demarcated on the basis of District Councils and public housing estates.
- (b) The respective numbers of cases in which the level of textbook assistance had been changed from full grant to half grant and vice versa in the past two school years.

Asked by : Hon. CHEUNG Kwok-che

Reply :

- (a) The system of the Student Financial Assistance Agency has not maintained information on the number of students receiving assistance under the School Textbook Assistance Scheme (STAS) in different districts as demarcated on the basis of District Councils.

The number of students in Public Rental Housing (PRH) estates\* who are eligible for full grant under STAS on a regional basis in the 2010/11 school year up to the end of February 2011 is shown below –

<b>Region</b>	<b>Number of PRH estates in the Region</b>	<b>Number of full-grant students residing in PRH estates or whose correspondence addresses are PRH estates</b>
Hong Kong	24	3 019
Kowloon	70	14 293
New Territories (including Islands)	103	28 775
<b>Total</b>	<b>197</b>	<b>46 087</b>

\* including housing estates under the Tenants Purchase Scheme

- (b) In the 2009/10 and 2010/11 school years, the number of students receiving full grant under STAS which need to be adjusted to half grant and vice versa as a result of appeal or re-assessment of their applications for student finance are appended below -

	<b>School Year</b>	
	<b>2009/10</b>	<b>2010/11 (up to 28 February 2011)</b>
Number of students receiving textbook assistance adjusted from full grant to half grant	189	105
Number of students receiving textbook assistance adjusted from half grant to full grant	227	205

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB322**

Question Serial No.

3880

<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 post-secondary students receiving financial assistance from the Student Financial Assistance Agency, how many are from families in receipt of Comprehensive Social Security Assistance (CSSA)?

Asked by : Hon. CHEUNG Kwok-che

Reply :

In the 2009/10 and 2010/11 academic years, the number of successful applications from families in receipt of Comprehensive Social Security Assistance 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	
	2009/10	2010/11*
TSFS	5 239	5 476
FASP	4 923	4 314

\* Position as at 31 January 2011

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Ms Nancy SO

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

16 March 2011





- (c) The total non-recurrent expenditure for the implementation of ISFAST is about \$65.371 million while the estimated total recurrent expenditure of operating the new system is about \$13.78 million in a full year.
- (d) It is estimated that a total of 38 posts of various ranks would be deleted upon the implementation of ISFAST due to re-engineered business processes. The affected staff would be re-deployed to fill vacancies within SFAA as far as practicable.

Signature \_\_\_\_\_  
Name in block letters Ms Nancy SO  
Post Title Controller, Student Financial Assistance Agency  
Date 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB324

Question Serial No.

2191

<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

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

In the 2008/09, 2009/10 and 2010/11 academic years, what were the respective number of student applicants who were not offered any grants or loans under the Tertiary Student Finance Scheme – Publicly-funded Programmes for having failed the Adjusted Family Income test and the asset test?

Asked by : Hon. TAM Yiu-chung

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 2008/09 to 2010/11 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 –

	<b>Academic year</b>		
	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11*</b>
No. of applicants	30 946	31 932	31 128
No. of applicants who were not offered grant/loan owing to failure to pass the income test	1 009	978	819
No. of applicants who were not offered grant/loan owing to failure to pass the asset test	58	36	50

\* As at 31 January 2011

Signature \_\_\_\_\_  
Name in block letters Ms Nancy SO  
Post Title Controller, Student Financial Assistance Agency  
Date 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB325

Question Serial No.

2192

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 :

Please provide the numbers of defaulters, applications for deferred repayment and bankruptcy applications (including self-petitioned bankruptcy and bankruptcy petition initiated by the Administration) and the amounts involved under the various Schemes in the 2008/09 to 2010/11 academic years.

Asked by : Hon. TAM Yiu-chung

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 TSFS) (NLSFT), the Non-means-tested Loan Scheme (for full-time students who are covered under FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students pursuing part-time programmes and continuing and professional education courses) (ENLS), the required information for the 2008/09 to 2010/11 academic years is provided as follows:

1. The number of default cases and the amount involved:

	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS</b>			
No. of default cases	3 037	2 796	2 605
Amount in default (\$ million)	67.82	69.79	67.74
<b>(B) FASP</b>			
No. of default cases	704	972	900
Amount in default (\$ million)	4.08	7.26	10.93
<b>(C) NLSFT</b>			
No. of default cases	2 156	1 946	1 775
Amount in default (\$ million)	39.83	39.93	38.66
<b>(D) NLSPS</b>			
No. of default cases	1 656	1 909	1 773
Amount in default (\$ million)	38.89	50.32	53.87
<b>(E) ENLS</b>			
No. of default cases	9 365	9 751	9 820
Amount in default (\$ million)	96.86	117.39	124.90

\* As at 31 January 2011

2. The number of applications for deferred repayment:

	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS</b>	2 662	2 698	1 316
<b>(B) FASP</b>	669	1 498	1 493
<b>(C) NLSFT</b>	877	1 047	494
<b>(D) NLSPS</b>	2 157	2 796	1 793
<b>(E) ENLS</b>	2 139	2 409	1 473

\* As at 31 January 2011

Note: The Student Financial Assistance Agency has not maintained statistics of the amount involved in deferment applications.

3. The number of bankruptcy applications and the amount involved:

	Academic year		
	2008/09 <sup>^</sup>	2009/10	2010/11*
<b>(A) TSFS</b>			
No. of bankruptcy applications (Note)	38	27	5
Amount involved (\$ million)	1.00	1.16	0.14
<b>(B) FASP</b>			
No. of bankruptcy applications (Note)	19	12	3
Amount involved (\$ million)	0.67	0.46	0.15
<b>(C) NLSFT</b>			
No. of bankruptcy applications (Note)	24	15	3
Amount involved (\$ million)	1.02	0.60	0.08
<b>(D) NLSPS</b>			
No. of bankruptcy applications (Note)	20	24	4
Amount involved (\$ million)	2.45	2.73	0.75
<b>(E) ENLS</b>			
No. of bankruptcy applications (Note)	334	201	49
Amount involved (\$ million)	13.74	8.31	2.31

<sup>^</sup> The figures for 2008/09 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 2010.

\* As at 31 January 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 \_\_\_\_\_ 16 March 2011



<b>No. of Post</b>	<b>Rank (No. of Post)</b>	<b>Duties / Scope of Responsibilities</b>
6	Chief Executive Officer (1) Senior Executive Officer (1) Executive Officer I (2) Senior Clerical Officer (2)	To plan and implement the new Integrated Student Financial Assistance System of SFAA.

^ These would involve the phasing out of 42 Non-Civil Service Contract (NCSC) positions with long-term service needs. These positions will be gradually phased out having regard to the natural wastage of NCSC staff, the end-date of the existing employment contracts of NCSC staff and the lead-time required for filling the posts with civil servants.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB327**

Question Serial No.

2518

Head : 173 Student Financial      Subhead (No. & title) :  
Assistance Agency

Programme :                      Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

What are the reasons for a significant decrease in the estimated number of applications for Project Yi Jin in 2011/12?

Asked by : Hon. CHEUNG Man-kwong

Reply :

Project Yi Jin aims to provide an alternative study route and to expand the continuing education opportunities for Secondary 5 school leavers and adult learners aged 21 or above. Given that there will be no new Secondary 5 graduates in 2011 upon the implementation of the new academic structure for senior secondary education, the number of applications for tuition fee reimbursement under Project Yi Jin is estimated to drop significantly in the 2011/12 academic year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Ms Nancy SO

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB328

Question Serial No.

2519

<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 :

What is the current monthly income ceiling for a four-member family to receive full level of financial assistance under the Tertiary Student Finance Scheme – Publicly-funded Programmes or the Financial Assistance Scheme for Post-secondary Students? After having introduced the proposal to relax the income ceiling in the Budget, what will be the monthly income ceiling for a family of four to receive full assistance? What are the criteria on which the proposal is made?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2010/11 academic year, under the Tertiary Student Finance Scheme – Publicly-funded Programmes and the Financial Assistance Scheme for Post-secondary Students, the equivalent average monthly income limit for a four-member family to receive full level of assistance under our existing means test mechanism is \$8,736.

Starting from the 2011/12 academic year, we propose to relax the income threshold for full level of student financial assistance under the existing means test mechanism of the Student Financial Assistance Agency. It is estimated that the measure will enable around 75 000 additional students at all levels of study, including around 11 000 post-secondary students, to receive full assistance in the 2011/12 academic year. The percentage of full assistance recipients against the total number of student beneficiaries will rise from the present level of around 30% to about 50% in the same year.

This relaxation proposal covers all the existing means-tested student financial assistance schemes from the pre-primary to post-secondary levels. We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB329

Question Serial No.

2520

<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 :

Will the Administration please specify the proposal to adjust the existing tiers of financial assistance for post-secondary students in the Budget?

Asked by : Hon. CHEUNG Man-kwong

Reply :

Starting from the 2011/12 academic year, we propose to adjust the existing tiers of financial assistance under the financial assistance schemes for post-secondary students, in addition to the relaxation of the income threshold for the full level of assistance under the means test mechanism of the Student Financial Assistance Agency. The measure will enable all post-secondary students eligible for assistance below the full level to receive a higher amount of assistance.

We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB331

Question Serial No.

2525

Head : 173 Student Financial Assistance Agency      Subhead (No. & title) :

- |     |                   |     |  |
|-----|-------------------|-----|--|
| 254 | Loans to Students | 101 | Students of the universities, the Hong Kong Institute of Vocational Education 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 :

Between the 2008/09 and 2010/11 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 (TSFS) and Non-means-tested Loan Schemes each year?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2008/09 to 2010/11 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 students covered by TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for students covered by FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students who are not covered by TSFS and FASP) (ENLS) are as follows-

Loan amount disbursed within the year(\$) <sup>+</sup>	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS (loans are to cover living expenses)</b>			
Lowest	710	360	740
Average	24,114	25,101	25,714
Median	29,000	30,000	30,000
Highest	53,500**	55,320**	55,870**
<b>(B) FASP# (loans are to cover living expenses)</b>			
Lowest	713	737	745
Average	24,552	25,599	23,883
Median	29,606	30,610	22,722
Highest	58,270**	60,370**	60,610**
<b>(C) NLSFT (loans are to cover tuition fees)</b>			
Lowest	2,230	3,320	2,610
Average	35,541	35,355	35,858
Median	42,100	42,100	42,100
Highest	42,100	42,100	42,100
<b>(D) NLSPS (loans are to cover tuition fees, academic expenses and living expenses)</b>			
Lowest	1,916	1,080	1,195
Average	57,621	59,560	56,083
Median	57,000	60,000	50,000
Highest	145,385	130,000	120,460
<b>(E) ENLS (loans are to cover tuition fees)</b>			
Lowest	1,375	1,740	2,700
Average	36,095	42,218	33,657
Median	29,500	31,650	29,500
Highest	620,000	585,000	790,000

+ The figures in the table denote the loan amounts disbursed in the respective academic years. The total loan amount disbursed to a student for taking a course will be the total of loans that may be drawn in more than one academic year.

\* As at 31 January 2011

# Living expenses loan was provided under FASP starting from the 2008/09 academic year.

\*\* 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 \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB332**

Question Serial No.

2526

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
		203	Means-tested loan for post-secondary students

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Between the 2008/09 and 2010/11 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-kwong

Reply :

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 2008/09 to 2010/11 academic years are as follows:



	Academic year		
	2008/09	2009/10	2010/11*
<b>(A) Tertiary Student Finance Scheme – Publicly-funded Programmes</b>			
(i) No. of default cases	3 037	2 796	2 605
(ii) Amount in default (\$ million)	67.82	69.79	67.74
(iii) No. of deferment applications (Note 1)	2 662	2 698	1 316
(iv) No. of bankruptcy applications (Note 2)	38 <sup>^</sup>	27	5
(v) Amount of student loans involved in bankruptcy cases (\$ million)	1.00 <sup>^</sup>	1.16	0.14
<b>(B) Financial Assistance Scheme for Post-secondary Students</b>			
(i) No. of default cases	704	972	900
(ii) Amount in default (\$ million)	4.08	7.26	10.93
(iii) No. of deferment applications (Note 1)	669	1 498	1 493
(iv) No. of bankruptcy applications (Note 2)	19 <sup>^</sup>	12	3
(v) Amount of student loans involved in bankruptcy cases (\$ million)	0.67 <sup>^</sup>	0.46	0.15

<sup>^</sup> The figures for 2008/09 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 2010.

\* As at 31 January 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 \_\_\_\_\_ 16 March 2011



Asked by : Hon. CHEUNG Man-kwong

Reply :

In 2008/09 to 2010/11 academic years, the number of applications approved, the amount of loans approved and the number of default cases 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 programmes and continuing and professional education courses) are as follows:

	Academic Year		
	2008/09	2009/10	2010/11 (as at 31.1.2011)
<b>(A) Category 1 – Courses offered by Open University of Hong Kong</b>			
Number of applications approved	446	527	359
Amount of loans approved (\$ million)	9.63	11.51	8.52
Number of default cases	678	622	605
<b>(B) Category 2 – Courses offered by Hong Kong Shue Yan University</b>			
Number of applications approved	13	8	8
Amount of loans approved (\$ million)	0.39	0.21	0.35
Number of default cases	34	29	30
<b>(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)</b>			
Number of applications approved	2 699	2 874	2 033
Amount of loans approved (\$ million)	98.60	122.76	93.35
Number of default cases	1 299	1 257	1 192
<b>(D) Category 4 –Project Yi Jin</b>			
Number of applications approved	2 287	3 317	3 298
Amount of loans approved (\$ million)	49.81	77.85	84.16
Number of default cases	1 318	1 442	1 471
<b>(E) Category 5 – Registered courses and exempted courses under the Non-local Higher and Professional Education (Regulation) Ordinance (Chapter 493)</b>			
Number of applications approved	3 071	3 736	2 678
Amount of loans approved (\$ million)	157.98	199.13	146.72
Number of default cases	1 451	1 582	1 537
<b>(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)</b>			
Number of applications approved	2 059	2 659	1 824
Amount of loans approved (\$ million)	68.59	95.28	63.07
Number of default cases	4 160	4 435	4 580

	Academic Year		
	2008/09	2009/10	2010/11 (as at 31.1.2011)
<b>(G) Category 7 – Courses offered by Post Secondary Colleges registered under the Post Secondary Colleges Ordinance (Chapter 320)</b>			
Number of applications approved	28	42	44
Amount of loans approved (\$ million)	1.10	1.74	1.71
Number of default cases	5	8	8
<b>(H) Category 8 – Training or development courses provided or funded by statutory bodies</b>			
Number of applications approved	163	170	104
Amount of loans approved (\$ million)	3.55	3.65	2.26
Number of default cases	292	285	265
<b>(I) Category 9 – Continuing and professional education courses offered by other institutions approved by the Controller, Student Financial Assistance Agency</b>			
Number of applications approved	363	509	271
Amount of loans approved (\$ million)	12.05	19.21	11.77
Number of default cases	675	694	702
<b>Total</b>			
Number of applications approved	11 129	13 842	10 619
Amount of loans approved (\$ million)	401.70	531.34	411.91
Number of default cases (Note)	9 365	9 751	9 820

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 \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB334

Question Serial No.

2528

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

203 Means-tested loan for post-secondary students

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

For each of the 2008/09 to 2010/11 academic years, what is the amount of interest income from low-interest loans?

Asked by : Hon. CHEUNG Man-kwong

Reply :

In the 2008/09 to 2010/11 academic years, the amounts of interest received from loans disbursed under the two means-tested financial assistance schemes for post-secondary students, i.e. the Tertiary Student Finance Scheme – Publicly-funded Programmes (TSFS) and the Financial Assistance Scheme for Post-secondary Students (FASP) are as follows -

Scheme	Academic year		
	2008/09 (\$ million)	2009/10 (\$ million)	2010/11* (\$ million)
TSFS	28.59	24.73	11.07
FASP	4.68	4.96	2.89

\* As at 31 January 2011

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB335**

Question Serial No.

2529

Head : 173 Student Financial Assistance Agency      Subhead (No. & title) :  
254 Loans to Students      202 Non-means-tested loan scheme

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

In respect of each non-means-tested loan scheme for the academic years from 2008/09 to 2010/11:

- (a) What are the respective amounts of interest income related to the no-gain-no-loss interest rate and the risk-adjusted factor (1.5%)?
- (b) What are the respective total amounts of interest paid by loan borrowers during their study period and on completion/cessation of their studies?
- (c) What are the reasons for some cases turning into bad debts? Please provide a breakdown, by such reasons, of the bad debt cases of each loan scheme.

Asked by : Hon. CHEUNG Man-kwong

Reply :

The Student Financial Assistance Agency (SFAA) now administers three non-means-tested loan schemes to assist different groups of students -

- ◆ Non-means-tested Loan Scheme for Full-time Tertiary Students – for full-time students pursuing publicly-funded post-secondary programmes (NLSFT)
- ◆ Non-means-tested Loan Scheme for Post-secondary Students – for full-time students aged 25 or below pursuing self-financing locally-accredited post-secondary programmes leading to sub-degree or degree level qualifications (NLSPS)
- ◆ Extended Non-means-tested Loan Scheme – for students pursuing part-time courses and continuing education programmes (ENLS)

- (a) In the 2008/09 to 2010/11 academic years, the amount of interest received from the no-gain-no-loss (NGNL) interest rate and the 1.5% risk-adjusted factor (RAF) under each of the three non-means-tested loan schemes are as follows:

Interest Received (\$ million)	Academic year					
	2008/09		2009/10		2010/11*	
	NGNL <sup>1</sup>	RAF <sup>1</sup>	NGNL <sup>1</sup>	RAF <sup>1</sup>	NGNL <sup>1</sup>	RAF <sup>1</sup>
<b>NLSFT</b>	37.92	17.83	31.40	17.34	14.77	8.29
<b>NLSPS</b>	28.90	14.14	27.50	15.91	14.01	8.28
<b>ENLS</b>	54.50	26.99	47.51	28.09	22.25	13.32

\* As at 31 January 2011

<sup>1</sup> The amount of interest received from NGNL interest rate and RAF in an academic year includes interest demanded and received in the academic year concerned and interest demanded in the academic year concerned but received in subsequent years.

- (b) In the 2008/09 to 2010/11 academic years, the amount of study interest and instalment interest (both including the amount of interest from RAF) received under each of the three non-means-tested loan schemes are as follows:

Interest Received (\$ million)	Loan Scheme	Academic year		
		2008/09	2009/10	2010/11*
<b>Study Interest<sup>2</sup> (a)</b>	<b>NLSFT</b>	20.07	19.68	10.46
	<b>NLSPS</b>	12.43	15.01	8.61
	<b>ENLS</b>	22.55	25.04	13.57
<b>Instalment Interest<sup>3</sup> (b)</b>	<b>NLSFT</b>	37.07	30.93	15.15
	<b>NLSPS</b>	29.35	28.89	15.98
	<b>ENLS</b>	57.80	54.46	28.80
<b>Total Interest (a) + (b)</b>	<b>NLSFT</b>	57.14	50.61	25.61
	<b>NLSPS</b>	41.78	43.90	24.59
	<b>ENLS</b>	80.35	79.50	42.37

\* As at 31 January 2011

<sup>2</sup> Study interest is the interest chargeable during the past study period of the loan borrowers repaying their loans during the academic year. As loan borrowers are not required to make repayment during their study period, the interest so accrued will be spread over the instalments in the repayment period upon graduation or termination of study.

<sup>3</sup> Instalment interest is the interest chargeable in each instalment in the repayment period.

- (c) SFAA classifies cases with two or more consecutive overdue quarterly instalments as default cases. This does not include cases where deferment of repayment (e.g. due to financial hardship, pursuing further studies or serious illness) has been approved.

SFAA does not take into account the applicants or their family members' occupation and salaries or their family background in processing applications for non-means-tested loans. Except for those defaulters who have approached SFAA to restructure their loans or to defer repayment, most defaulters ignore notices of loan repayment and reminders issued by SFAA, nor do they approach SFAA for assistance. SFAA is therefore often unable to ascertain the reasons for default.

SFAA has been making every effort to recover the outstanding loans and will consider writing off the loans under the following circumstances:

- (i) on compassionate ground if the debtor (i.e. the student) has passed away;
- (ii) where all efforts to contact a defaulter and his indemnifier(s) have failed, and the loan is proven to be irrecoverable; or
- (iii) where write-off action is advised by the Department of Justice.

In the 2008/09 to 2010/11 academic years, the number of cases written-off and the amount involved are as follows:

	Academic Year					
	2008/09		2009/10		2010/11*	
	No. of Write-off Cases	Amount involved (\$million)	No. of Write-off Cases	Amount involved (\$million)	No. of Write-off Cases	Amount involved (\$million)
<b>(1) NLSFT</b>						
(a) Decease of loan borrower	4	0.20	3	0.07	2	0.06
(b) Both loan borrower and indemnifier are bankrupt	0	0.00	1	0.04	3	0.06
<b>Sub-total</b>	<b>4</b>	<b>0.20</b>	<b>4</b>	<b>0.11</b>	<b>5</b>	<b>0.12</b>
<b>(2) NLSPS</b>						
(a) Decease of loan borrower	2	0.20	3	0.36	1	0.05
(b) Both loan borrower and indemnifier are bankrupt	0	0.00	0	0.00	0	0.00
<b>Sub-total</b>	<b>2</b>	<b>0.20</b>	<b>3</b>	<b>0.36</b>	<b>1</b>	<b>0.05</b>



	Academic Year					
	2008/09		2009/10		2010/11*	
	No. of Write-off Cases	Amount involved (\$million)	No. of Write-off Cases	Amount involved (\$million)	No. of Write-off Cases	Amount involved (\$million)
<b>(3) ENLS</b>						
(a) Decease of loan borrower	15	0.55	28	1.00	7	0.22
(b) Both loan borrower and indemnifier are bankrupt	0	0.00	17	0.52	20	0.62
(c) Other irrecoverable cases	0	0.00	0	0.00	2 #	0.00
<b>Sub-total</b>	<b>15</b>	<b>0.55</b>	<b>45</b>	<b>1.52</b>	<b>29</b>	<b>0.84</b>

\* As at 31 January 2011

# The two cases in 2010/11 were written off because all efforts to contact the defaulters and their indemnifiers have failed.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Ms Nancy SO

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB336

Question Serial No.

2530

Head : 173 Student Financial      Subhead (No. & title) :  
Assistance Agency      000 Operational expenses

Programme :                      Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Please provide a breakdown of the costs for the Government to take legal actions against the default cases under the non-means-tested loan scheme.

Asked by : Hon. CHEUNG Man-kwong

Reply :

Legal action to recover defaulted loans is instituted by the Department of Justice (DoJ) upon referral by the Student Financial Assistance Agency (SFAA). To expedite the recovery of defaulted loans through legal action, SFAA has set up a new Task Force to file claims with amount not more than \$50,000 to the Small Claims Tribunal directly from August 2010 onwards. The enforcement of the judgment debt of these small claim cases, if required, will also be referred to DoJ for further action. In the 2008/09 to 2010/11 academic years, the costs of taking legal action against default cases are as follows:

	<b>Academic Year</b>		
	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11 * #</b>
Preparation of referrals to DoJ and direct filing of small claims cases by SFAA (\$ million)	3.22	4.68	6.69
Legal recovery action by DoJ (\$ million)	1.33	2.24	3.70
<b>Total</b>	4.55	6.92	10.39

\* Estimated expenditure for the whole 2010/11 academic year.

# The increase in the estimated cost of taking legal action in 2010/11 when compared with 2009/10 is mainly due to strengthened manpower to increase the number of default cases referred to DoJ for legal recovery action or to file claims directly to the Small Claims Tribunal by SFAA.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Ms Nancy SO

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB337**

Question Serial No.

2531

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 respect of non-means-tested loan schemes, what are the costs for collecting administrative fees and additional interest and taking legal actions against the default cases respectively in the 2008/09 to 2010/11 academic years?

Asked by : Hon. CHEUNG Man-kwong

Reply :

If borrowers of non-means-tested loans fail to settle their quarterly instalment by the due date, they will be required to settle the overdue instalment and administrative fees plus an overdue interest charged at a rate equal to the average of the best lending rates of the note-issuing banks. In the 2008/09 to 2010/11 academic years, the costs of collecting payment from defaulters and taking legal action against defaulters are as follows:

	Academic year		
	2008/09	2009/10	2010/11*
Collecting payment from defaulters <sup>1</sup> (\$ million)	N/A	0.58	0.68
Taking legal action against defaulters <sup>2</sup> (\$ million)	4.55	6.92	10.39
<b>Total</b>	4.55	7.50	11.07

\* Estimated expenditure for the whole year of 2010/11

<sup>1</sup> SFAA has not maintained records on the cost of collecting payment from defaulters before the 2009/10 academic year.

<sup>2</sup> The increase in the estimated cost of taking legal action against defaulters in 2010/11 as compared with 2009/10 is mainly due to the increase in the number of default cases against which legal recovery action is to be taken.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Ms Nancy SO

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB338

Question Serial No.

2532

Head : 173 Student Financial Assistance Agency      Subhead (No. & title) :  
254 Loans to Students      202 Non-means-tested loan scheme

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

For the academic years from 2008/09 to 2010/11, please provide a breakdown of cases by repayment amount of each quarterly instalment as specified below under various non-means-tested loan schemes together with the percentage against the total number of accounts:

- (a) \$1,000 - \$2,000
- (b) \$2,001 - \$3,000
- (c) \$3,001 - \$4,000
- (d) \$4,001 - \$5,000
- (e) \$5,001 - \$6,000
- (f) \$6,001 - \$7,000
- (g) \$7,001 - \$8,000
- (h) \$8,001 - \$9,000
- (i) \$9,001 - \$10,000
- (j) Over \$10,000

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of repayment accounts by amount of quarterly instalment under the Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students covered by the Tertiary Student Finance Scheme - Publicly-funded Programmes (TSFS)) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students covered by the Financial Assistance Scheme for Post-secondary Students (FASP)) (NLSFS), and the Extended Non-means-tested Loan Scheme (for students not covered by TSFS and FASP and pursuing part-time and continuing education courses) (ENLS) in the 2008/09 to 2010/11 academic years are as follows:

Quarterly Instalment Amount	No. of accounts under NLSFT <sup>Note</sup>					
	2008/09	Percentage against total	2009/10	Percentage against total	2010/11*	Percentage against total
(a) Less than \$1,000	3 225	20.43%	3 279	20.92%	3 534	20.79%
(b) \$1,001 - \$2,000	5 823	36.89%	5 460	34.83%	5 813	34.20%
(c) \$2,001 - \$3,000	3 331	21.10%	3 400	21.69%	3 594	21.15%
(d) \$3,001 - \$4,000	764	4.84%	814	5.19%	1 174	6.91%
(e) \$4,001 - \$5,000	2 270	14.38%	2 337	14.91%	2 428	14.28%
(f) \$5,001 - \$6,000	283	1.79%	308	1.96%	366	2.15%
(g) \$6,001 - \$7,000	43	0.27%	29	0.19%	37	0.22%
(h) \$7,001 - \$8,000	44	0.28%	46	0.29%	47	0.28%
(i) \$8,001 - \$9,000	2	0.01%	2	0.01%	2	0.01%
(j) \$9,001 - \$10,000	0	0.00%	0	0.00%	0	0.00%
(k) over \$10,000	1	0.01%	1	0.01%	1	0.01%
<b>Total</b>	<b>15 786</b>	<b>100%</b>	<b>15 676</b>	<b>100%</b>	<b>16 996</b>	<b>100%</b>

Quarterly Instalment Amount	No. of accounts under NLSPS <sup>Note</sup>					
	2008/09	Percentage against total	2009/10	Percentage against total	2010/11*	Percentage against total
(a) Less than \$1,000	482	6.68%	661	7.83%	937	7.97%
(b) \$1,001 - \$2,000	2 188	30.34%	2 596	30.76%	3 458	29.41%
(c) \$2,001 - \$3,000	2 302	31.92%	2 672	31.67%	3 735	31.76%
(d) \$3,001 - \$4,000	744	10.32%	859	10.18%	1 193	10.14%
(e) \$4,001 - \$5,000	604	8.38%	690	8.18%	952	8.10%
(f) \$5,001 - \$6,000	479	6.64%	493	5.84%	770	6.55%
(g) \$6,001 - \$7,000	159	2.21%	182	2.16%	277	2.35%
(h) \$7,001 - \$8,000	140	1.94%	158	1.87%	241	2.05%
(i) \$8,001 - \$9,000	49	0.68%	54	0.64%	81	0.69%
(j) \$9,001 - \$10,000	38	0.53%	41	0.49%	67	0.57%
(k) over \$10,000	26	0.36%	32	0.38%	48	0.41%
<b>Total</b>	<b>7 211</b>	<b>100%</b>	<b>8 438</b>	<b>100%</b>	<b>11 759</b>	<b>100%</b>

Quarterly Instalment Amount	No. of accounts under ENLS <sup>Note</sup>					
	2008/09	Percentage against total	2009/10	Percentage against total	2010/11*	Percentage against total
(a) Less than \$1,000	23 179	54.79%	23 775	53.78%	25 292	52.15%
(b) \$1,001 - \$2,000	10 589	25.03%	11 667	26.39%	13 380	27.59%
(c) \$2,001 - \$3,000	5 261	12.44%	5 521	12.49%	6 230	12.84%
(d) \$3,001 - \$4,000	2 079	4.91%	2 105	4.76%	2 367	4.88%
(e) \$4,001 - \$5,000	726	1.72%	682	1.54%	741	1.53%
(f) \$5,001 - \$6,000	240	0.57%	237	0.54%	255	0.53%
(g) \$6,001 - \$7,000	132	0.31%	137	0.31%	143	0.29%
(h) \$7,001 - \$8,000	39	0.09%	24	0.05%	27	0.06%
(i) \$8,001 - \$9,000	11	0.03%	11	0.03%	11	0.02%
(j) \$9,001 - \$10,000	6	0.01%	9	0.02%	9	0.02%
(k) over \$10,000	41	0.10%	40	0.09%	44	0.09%
<b>Total</b>	<b>42 303</b>	<b>100%</b>	<b>44 208</b>	<b>100%</b>	<b>48 499</b>	<b>100%</b>

\* As at 31 January 2011

Note: The number of accounts includes only loan accounts under normal repayment schedule. Accounts having deferment and/or loan restructuring record(s) are excluded.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB339

Question Serial No.

2533

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 :

For the academic years from 2008/09 to 2010/11, what were the numbers of applications for deferred repayment under various tertiary student finance or loan schemes and how many of them had been approved?

Asked by : Hon. CHEUNG Man-kwong

Reply :

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), the Non-means-tested Loan Scheme for Full-time Tertiary Students (for full-time students covered by TSFS) (NLSFT), the Non-means-tested Loan Scheme for Post-secondary Students (for full-time students covered by FASP) (NLSPS), and the Extended Non-means-tested Loan Scheme (for students not covered by TSFS and FASP and pursuing part-time and continuing education courses) (ENLS) in the 2008/09 to 2010/11 academic years are as follows:

	Academic Year		
	2008/09	2009/10	2010/11*
<b>(A) TSFS</b>			
(i) No. of deferment applications received	2 662	2 698	1 316
(ii) No. of deferment applications completed <sup>Note</sup>	2 426	2 959	988
(iii) No. of deferment cases approved	2 122	2 506	841
(iv) Approval Rate [(iii)/(ii)]	87%	85%	85%
<b>(B) FASP</b>			
(i) No. of deferment applications received	669	1 498	1 493
(ii) No. of deferment applications completed <sup>Note</sup>	599	1 513	703
(iii) No. of deferment cases approved	533	1 402	647
(iv) Approval Rate [(iii)/(ii)]	89%	93%	92%
<b>(C) NLSFT</b>			
(i) No. of deferment applications received	877	1 047	494
(ii) No. of deferment applications completed <sup>Note</sup>	725	1 132	399
(iii) No. of deferment cases approved	613	898	344
(iv) Approval Rate [(iii)/(ii)]	85%	79%	86%
<b>(D) NLSPS</b>			
(i) No. of deferment applications received	2 157	2 796	1 793
(ii) No. of deferment applications completed <sup>Note</sup>	1 821	3 042	897
(iii) No. of deferment cases approved	1 550	2 658	741
(iv) Approval Rate [(iii)/(ii)]	85%	87%	83%
<b>(E) ENLS</b>			
(i) No. of deferment applications received	2 139	2 409	1 473
(ii) No. of deferment applications completed <sup>Note</sup>	1 689	2 749	1 173
(iii) No. of deferment cases approved	1 258	2 056	908
(iv) Approval Rate [(iii)/(ii)]	74%	75%	77%



	Academic Year		
	2008/09	2009/10	2010/11*
<b>(F) All Schemes [(A) to (E)]</b>			
(i) No. of deferment applications received	8 504	10 448	6 569
(ii) No. of deferment applications completed <sup>Note</sup>	7 260	11 395	4 160
(iii) No. of deferment cases approved	6 076	9 520	3 481
(iv) Approval Rate [(iii)/(ii)]	84%	84%	84%

\* As at 31 January 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.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB340**

Question Serial No.

2534

Head : 173 Student Financial      Subhead (No. & title) :  
Assistance Agency

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

What was the number of applications for tuition fee reimbursement by Project Yi Jin students in the school years from 2008/09 to 2010/11, and how much expenses were involved? Among the applications, what were the respective numbers of cases with full and 30% reimbursement of tuition fees?

Asked by : Hon. CHEUNG Man-kwong

Reply :

The number of applications for tuition fee reimbursement under Project Yi Jin and the amount of fees reimbursed for the 2008/09 to 2010/11 school years are set out below:

	<b>2008/09</b>	<b>2009/10 (as at 31.1.2011)</b>	<b>2010/11*</b>
Number of applications for tuition fee reimbursement	14 394	18 381	20 014
- 100% fee reimbursement	2 097	3 028	3 221
- 30% fee reimbursement	12 297	15 353	16 793
Total amount of fees reimbursed (\$ million)	115.8	162.5	180.6
- 100% fee reimbursement	50.1	74.6	78.6
- 30% fee reimbursement	65.7	87.9	102.0

\* Estimated figures; since tuition fees are reimbursed to eligible students upon their completion of the courses, tuition fee reimbursement for the 2010/11 school year will only be made in the 2011-12 financial year and the actual figures will only be available by March 2012.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB341

Question Serial No.

2535

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 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 2008/09 to 2010/11. 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 2008/09 to 2010/11 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
2008/09	Secondary 1	47	28	4	2	7	13
	Secondary 2	61	32	1	2	4	7
	Secondary 3	248	119	3	6	42	51
	Secondary 4	756	272	49	39	239	327
	Secondary 5	603	117	72	62	212	346
	Secondary 6	63	20	16	16	10	42
	Secondary 7	0	N. A.	0	0	0	0
	<b>Total</b>	1 778	588	<b>145</b>	<b>127</b>	<b>514</b>	<b>786</b>

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
2009/10*	Secondary 1	76	34	9	3	13	25
	Secondary 2	93	41	5	2	10	17
	Secondary 3	159	79	5	2	16	23
	Secondary 4	332	114	15	21	94	130
	Secondary 5	830	179	95	71	287	453
	Secondary 6	93	23	12	12	23	47
	Secondary 7	47	5	9	13	17	39
	<b>Total</b>	1 630	475	<b>150</b>	<b>124</b>	<b>460</b>	<b>734</b>
2010/11@	Secondary 1	43	24	Not yet available^			
	Secondary 2	47	23				
	Secondary 3	191	104				
	Secondary 4	462	140				
	Secondary 5	620	162				
	Secondary 6	321	70				
	Secondary 7	251	35				
	<b>Total</b>	1 935	558				

\* The reimbursement figures for the 2009/10 school year show the position as at 31 January 2011.

@The enrolment and withdrawal figures for the 2010/11 school year reflect the position as at 31 January 2011.

^ Since fees are reimbursed to eligible students upon their completion of the courses, the number of successful cases of fee reimbursement for the 2010/11 school year is not yet available.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB343**

Question Serial No.

3075

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 :

With the implementation of the Pre-primary Education Voucher Scheme, how many parents with children attending kindergarten-cum-child care centres are eligible for full fee remission in the 2009/10 and 2010/11 schools years? Please provide a breakdown by children attending kindergartens and child care centres respectively.

Asked by : Hon. LEE Wai-king, Starry

Reply :

In the 2009/10 and 2010/11 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:

	<b>2009/10 school year</b>	<b>2010/11 school year (up to 28 February 2011)</b>
Children aged at 3 or above attending kindergarten classes	4 031	3 760
Children aged between 0 and 3 receiving whole-day child care services	689	435
<b>Total:</b>	<b>4 720</b>	<b>4 195</b>

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Ms Nancy SO

Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB344**

Question Serial No.

3168

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:

	2011-12	2010-11	2009-10	2009-08
Number of NCSC staff	( )	( )	( )	( )
Particulars of NCSC staff posts				
Expenditure on the salaries of NCSC staff	( )	( )	( )	( )
Distribution of monthly salary level 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 salary lower than \$5,824	( )	( )	( )	( )
• Number of staff with monthly salary between \$5,824 and \$6,500	( )	( )	( )	( )
Length of employment of NCSC staff				
• 5 years or above	( )	( )	( )	( )
• 3 - 5 years	( )	( )	( )	( )
• 1 - 3 years	( )	( )	( )	( )
• less than 1 year	( )	( )	( )	( )
Number of NCSC staff successfully turning into civil servants	( )	( )	( )	( )
Number of NCSC staff failing to turn into civil servants	( )	( )	( )	( )
NCSC staff as a percentage of the total number of staff in the department	( )	( )	( )	( )
Staff costs on NCSC staff as a percentage of the total staff costs in the department	( )	( )	( )	( )
Number of NCSC staff with remunerated meal break	( )	( )	( )	( )
Number of NCSC Staff without remunerated meal break	( )	( )	( )	( )
Number of NCSC staff working 5 days a week	( )	( )	( )	( )
Number of NCSC staff working 6 days a week	( )	( )	( )	( )

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:

Number of NCSC Staff		2010-11*	2009-10	2008-09
		597 (+6.6%)	560 (+5.9%)	529
Particulars of NCSC staff posts	Administration / Executive Support	87 (+2.4%)	85 (+18%)	72
	Clerical Support	501 (+7.5%)	466 (+4.0%)	448
	General Support	1 (0%)	1 (0%)	1
	IT Support	8 (0%)	8 (0%)	8
Distribution of monthly salary level of NCSC staff	\$30,001 or above	7 (+40%)	5 (0%)	5
	\$16,001 - \$30,000	119 (+2.6%)	116 (+17.2%)	99
	\$8,001 - \$16,000	470 (+7.3%)	438 (+3.3%)	424
	\$6,501 - \$8,000	1 (0%)	1 (0%)	1
	\$5,001 - \$6,500	0 (0%)	0 (0%)	0
	\$5,000 or below	0 (0%)	0 (0%)	0
	\$5,824 or below	0 (0%)	0 (0%)	0
Length of employment of NCSC staff	5 years or above	136 (+32.0%)	103 (+14.4%)	90
	3 - 5 years	137 (+1.5%)	135 (+62.7%)	83
	1 - 3 years	174 (-19.1%)	215 (+15.0%)	187
	Below 1 year	150 (+40.2%)	107 (-36.7%)	169
Expenditure on the salaries of NCSC staff		\$105.52 million@ (+24.5%)	\$84.74 million (+11.7%)	\$75.89 million
NCSC staff as a percentage of the total number of staff in the department		65.9%	65.2%	65.8%
Number of NCSC staff with remunerated meal break		596 (+6.6%)	559 (+5.9%)	528
Number of NCSC staff without remunerated meal break		1 (0%)	1 (0%)	1
Number of NCSC staff working 5 days a week		597 (+6.6%)	560 (+5.9%)	529
Number of NCSC staff working 6 days a week		0 (0%)	0 (0%)	0

\* As at 31 December 2010

@ Actual expenditure up to 28.2.2011 plus projected expenditure in March 2011.



## Remarks

1. Information required for 2011-12 is not available as the number of NCSC staff varies over time in accordance with the changing service needs.
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 NCSC staff successfully turning into civil servants” and “number of NCSC staff failing to turn into civil servants”.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB345**

Question Serial No.

3169

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:

	2011-12	2010-11	2009-10	2009-08
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	( )	( )	( )	( )
Details of the 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 salary below \$5,824	( )	( )	( )	( )
• number of workers with salary between \$5,824 and \$6,500	( )	( )	( )	( )
Length of service of agency workers				
• 5 years or above	( )	( )	( )	( )
• 3 - 5 years	( )	( )	( )	( )
• 1 - 3 years	( )	( )	( )	( )
• less than 1 year	( )	( )	( )	( )
Percentage of agency workers amongst the total number of staff in the department	( )	( )	( )	( )
Percentage of amount paid to employment agencies in the total departmental staff cost	( )	( )	( )	( )
Number of workers with paid meal break	( )	( )	( )	( )
Number of workers without paid meal break	( )	( )	( )	( )
Number of workers on five-day week	( )	( )	( )	( )
Number of workers on six-day week	( )	( )	( )	( )

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*	2009-10*	2008-09*
Number of contracts for engaging agency workers		3 (-40%)	5 (+150%)	2
Contract sum awarded to each employment agency	\$0.7 million or less	0 (-100%)	1 (N/A)	0
	\$0.71 million – \$1.43 million	3 (-25%)	4 (+100%)	2
Length of contract for each employment agency	12 months or less	3 (-40%)	5 (+150%)	2
	More than 12 months	0 (0%)	0 (0%)	0
Number of agency workers		35 (+45.8%)	24 (+33.3%)	18
Details of the positions held by agency workers	General office support	35	24	18
Monthly salary range of agency workers				
• \$30,001 or above		0	N/A	N/A
• \$16,001 - \$30,000		0	N/A	N/A
• \$8,001 - \$16,000		4	N/A	N/A
• \$6,501 - \$8,000		31	N/A	N/A
• \$5,001 - \$6,500		0	N/A	N/A
• \$5,000 or below		0	N/A	N/A
• number of workers with salary below \$5,824		0	N/A	N/A
• number of workers with salary between \$5,824 and \$6,500		0	N/A	N/A
Percentage of agency workers amongst the total number of staff in the department		3.6%	2.8%	2.2%
Percentage of amount paid to employment agencies amongst the total departmental staff cost		1.3%	1.6%	1.3%
Number of agency workers on five-day week		35 (+45.8%)	24 (+33.3%)	18
Number of agency workers on six-day week		0 (0%)	0 (0%)	0

\* Position as at 30 September 2010, 31 March 2010 and 31 March 2009 are provided for 2010-11, 2009-10 and 2008-09 respectively.

Please note that the above table excludes IT staff engaged by the Agency under the term contract centrally administered by the Office of the Government Chief Information Officer.

As the number of agency workers varies over time in accordance with changing service needs, information concerning agency workers for 2011-12 is not available at this stage.

We do not keep information on “total amount of commission paid to each employment agency” and “number of agency workers with and without 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.

Likewise, 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	16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB346

Question Serial No.

3170

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:

	2011-12	2010-11	2009-10	2008-09
Number of outsourced service contracts	( )	( )	( )	( )
Total amount paid to outsourced service providers	( )	( )	( )	( )
Length of contract for each outsourced service provider	( )	( )	( )	( )
Number of 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)				
Monthly salary range 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 salary below \$5,824	( )	( )	( )	( )
• number of workers with salary between \$5,824 and \$6,500	( )	( )	( )	( )
Length of service of outsourced workers				
• 5 years or longer	( )	( )	( )	( )
• 3 - 5 years	( )	( )	( )	( )
• 1 - 3 years	( )	( )	( )	( )
• less than 1 year	( )	( )	( )	( )
Percentage of outsourced workers in the total number of staff in the department	( )	( )	( )	( )
Percentage of amount paid to outsourced service providers in the total departmental staff cost	( )	( )	( )	( )
Number of workers with paid meal break	( )	( )	( )	( )
Number of workers without paid 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 engagement of outsourced service contracts by the Student Financial Assistance Agency (SFAA) is set out below:

	2010-11		2009-10		2008-09	
Number of outsourced service contracts awarded	28 (-15.2%)		33 (-2.9%)		34	
Total amount paid to outsourced service providers	\$3,057,193* (-76.0%)		\$12,750,221 (+155.8%)		\$4,983,927	
Length of contract for each outsourced service provider	1 month – 2 years (N/A)		1 month – 2 years (N/A)		1 month – 2 years	
Number of workers engaged through outsourced service providers	Total no. of workers engaged in 5 contracts	18	Total no. of workers engaged in 14 contracts	47	Total no. of workers engaged in 8 contracts	20
	(Note: Information on no. of workers engaged is not specified in the other 23 contracts)		(Note: Information on no. of workers engaged is not specified in the other 19 contracts)		(Note: Information on no. of workers engaged is not specified in the other 26 contracts)	
Monthly minimum salary range of outsourced non-skilled workers <sup>^</sup>						
• \$30,001 or above	0		0		0	
• \$16,001 - \$30,000	0		0		0	
• \$8,001 – \$16,000	0		0		0	
• \$6,501 - \$8,000	0		0		0	
• \$5,001 - \$6,500	1 (0%)		1 (0%)		1	
• \$5,000 or below	0		0		0	
• number of workers with salary below \$5,824	1 (0%)		1 (0%)		1	
• number of workers with salary between \$5,824 and \$6,500	0		0		0	
Percentage of amount paid to outsourced service providers amongst the total departmental staff cost	1.6%		7.1%		3.0%	

( ) denotes percentage of increase or decrease per year

\* As at 1.3.2011

<sup>^</sup> For full-time non-skilled workers remunerated on monthly basis.

As the number of outsourced service contracts varies over time in accordance with changing service needs, information concerning engagement of outsourced service contracts for 2011-12 is not available at this stage.

We do not keep information on “details of the positions held by outsourced workers”, “monthly salary range of outsourced workers (except with regard to wages of non-skilled workers)”, “length of service of outsourced workers”, “number of workers with / without paid meal break” and “number of workers on five-day / six-day week”. The mode of outsourcing is that SFAA enters into a service contract under which the outsourced company provides 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.

Signature	_____
Name in block letters	Ms Nancy SO
Post Title	Controller, Student Financial Assistance Agency
Date	16 March 2011





Reply :

- (a) The estimated expenditure of ITMU in the Student Financial Assistance Agency (SFAA) is \$13.66 million in 2011-12. There is an increase of \$0.47 million (3.56%) when compared with the revised estimate in 2010-11. The increase is due to provision for additional requirement for outsourced service providers in supporting urgent enhancements on existing systems.
- (b) The major projects in 2011-12 are as follows:

<b>Project description</b>	<b>Estimated Cost in 2011-12 (\$ million)</b>	<b>Implementation Schedule (Full Implementation)</b>
<b>Ongoing projects:</b>		
Hardware and Software Maintenance Services	2.37	-
System Support Services	9.30	-
<b>New projects to be funded under the Capital Works Reserve Fund Head 710 - A007GX:</b>		
Default Loan Management System	1.63	2011-12
Virtual Private Network for SFAA	0.92	2011-12
Loan Document Management System	0.85	2011-12
System enhancement in relation to Phase 2 Public Consultation of the Review of Non-means-tested Loan Schemes	0.65	2011-12
Enhancement on the Student Financial Assistance Management System to support the Subsidy Scheme for Internet Access Charges	0.2	2011-12
E-Billing and Related Services for SFAA (e-Bills System)	3.95	2012-13
IT Security Risk Assessment and Audit for SFAA	0.34	2012-13
<b>New project to be funded under the Capital Works Reserve Fund Head 710 – A008ZO:</b>		
Implementation of Integrated Student Financial Assistance System	21.88	2015-16

The manpower resources in ITMU would be flexibly deployed to support the implementation of the above projects.

- (c) The Government has commenced a review on the operation of the Non-means-tested Loan Schemes administered by SFAA, and would launch Phase 2 public consultation of the review later this year. During Phase 2 public consultation, we would collate public views on our proposals on how to improve the loan schemes through a dedicated webpage on GovHK, and engage an external service provider to help publicise the review, collate public views and conduct an online survey as appropriate, etc. These initiatives would promote e-engagement.

The estimated cost of the project is \$0.65 million, including the expenses of 45 man-days of staff resources from an outsourced service provider. The project also requires internal redeployment of 2 man-months of staff resources within ITMU to work with and monitor the performance of the outsourced service provider.

- (d) As at 1 March 2011, ITMU has 15 staff, comprising civil servants and non-civil service contract staff. There is no vacancy in ITMU. To meet ad-hoc operational requirements and to tap the latest expertise in the market, ITMU is also supported by about 20 staff from outsourced service providers. We do not have any plan to create new post in 2011-12, as we consider the existing staff strength sufficient to cope with the projected workload.
- (e) Under the existing governance mechanism, we have established the Departmental Information Technology Steering Committee to review and endorse the annual Departmental IT Plan and the IT manpower plan prepared by ITMU. From 2011-12 onwards, ITMU will submit the annual IT manpower plan to the IT Grade Management under the Office of the Government Chief Information Officer, which will verify whether the IT manpower plans have been prepared with the best practice approach, and ensure that departments have the appropriate manpower to implement their IT plans and projects.

Signature	_____
Name in block letters	Ms Nancy SO
Post Title	Controller, Student Financial Assistance Agency
Date	16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB348

Question Serial No.

3614

<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) Has the Government considered relaxing the eligibility criteria of the schemes for post-secondary students to cover students aged over 25? What is the amount of expenditure to be incurred?
- (b) Will the Government review the eligibility criteria and income calculation methods of the financial assistance schemes for students? What is the estimated expenditure to be incurred?

Asked by : Hon. CHAN Tanya

Reply :

- (a) At present, full-time students aged 25 and below pursuing self-financing locally-accredited post-secondary programmes are eligible for applying for means-tested financial assistance under the Financial Assistance Scheme for Post-secondary Students and the related Non-means-tested Loan Scheme for Post-secondary Students. We have commenced a review on the operation of the non-means-tested loan schemes in 2010, which covers the scope, eligibility criteria, interest rate and repayment arrangements of the loan schemes as well as measures to address the default situation. We will take the opportunity to review, inter alia, the age limit under the two schemes in the context of the review, and seek public's views on our proposals under Phase 2 public consultation of the review later this year.

- (b) Starting from the 2011/12 academic year, we propose to relax the income threshold for the full level of student financial assistance under the existing means test mechanism of the Student Financial Assistance Agency. It is estimated that the measure will enable around 75 000 additional students at all levels of study, including 11 000 post-secondary students, to receive full assistance, and the percentage of full assistance recipients against the total number of student beneficiaries will be increased from the present level of around 30% to about 50% in the 2011/12 academic year. At the same time, we will also adjust the tiers of assistance for post-secondary students so that all post-secondary students eligible for assistance below the full level can receive a higher amount of assistance.

We are working out the specific technical details, including the new Ready Reckoner and income thresholds for different levels of assistance. We will announce the details in one to two months' time.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB349

Question Serial No.

3615

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 :

Has the Government considered offering extra-curricular activities grant to needy families in addition to Subsidy for Internet Access Charges? What will be the amount of grant incurred?

Asked by : Hon. CHAN Tanya

Reply :

The Student Financial Assistance Agency (SFAA) currently administers a number of means-tested financial assistance schemes for primary and secondary students. Needy students may apply for assistance under the School Textbook Assistance Scheme (STAS) for assistance to purchase textbooks and meet other school-related expenses; the Student Travel Subsidy Scheme to meet expenses of home-school travels; and the Subsidy Scheme for Internet Access Charges for Internet learning at home. Needy Secondary 7 students sitting for the Hong Kong Advanced Level Examination may also apply for waiver of examination fee under the Examination Fee Remission Scheme. Taken together, these schemes cover most of the major learning expenses of students. In the 2010/11 school year (as at 28 February 2011), SFAA has already disbursed over \$800 million financial assistance to about 263 000 primary and secondary students, representing 35% of the total student population.

In view of the increasing school-related expenses incurred by students, as announced in the 2010 Policy Address, the Administration proposes to substantially increase the amount of flat rate grant under STAS from \$408 per full grant student to \$1,000 per full grant student from the 2011/12 school year. This would alleviate the burden of low-income families in meeting the school-related expenses (including expenditure on extra-curricular activities) of their children.

The Education Bureau (EDB) has implemented the “School-based After-school Learning and Support Programmes” since 2005 to provide funding for schools and non-governmental organisations (NGOs) to organise after-school activities for needy students with a view to facilitating their whole-person and all-round development. The scope of application for funding under the Programmes is broad enough to include a wide spectrum of activities such as tutorial service, cultural and art activities, sports activities, leadership training, voluntary service and visits, etc. In the 2010/11 school year, 849 schools have been provided with funding to organise school-based after-school activities while 309 community-based projects are being organised by NGOs. The total funding approved by EDB under the Programmes is about \$175 million.

Schools may also make use of the "Hong Kong Jockey Club Life-wide Learning Fund" to support needy students to participate in life-wide learning activities. In the 2009/10 school year, a total of 961 schools participated in the "Hong Kong Jockey Club Life-wide Learning Fund" and the total number of student beneficiaries was about 202 000.

In this light, we do not see the need to provide a separate extra-curricular activities grant.

Signature	_____
Name in block letters	Ms Nancy SO
Post Title	Controller, Student Financial Assistance Agency
Date	16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB350**

Question Serial No.

3616

Head : 173 Student Financial Assistance Agency      Subhead (No. & title) :  
254 Loans to Students      102 Non-means-tested loan scheme

Programme : Student Assistance Scheme

Controlling Officer : Controller, Student Financial Assistance Agency

Director of Bureau : Secretary for Education

Question :

Will the Government review the risk-adjusted factor for the non-means-tested loan schemes by putting in new resources? If yes, what are the details? If not, what are the reasons?

Asked by : Hon. CHAN Tanya

Reply :

The Government has already commenced a review on the operation of the non-means-tested loan schemes administered by the Student Financial Assistance Agency for students pursuing post-secondary and continuing education in 2010. The review covers the scope, eligibility criteria, interest rate and repayment arrangements of the loan schemes as well as measures to address the default situation. Phase 1 public consultation of the review was conducted between 15 March 2010 and 15 June 2010. We have received about 600 written submissions expressing views on various issues about the loan schemes, including the "risk-adjusted factor". We are now considering the views received and drawing up proposals on how to improve the operation of the loan schemes. We aim to consult the public further under Phase 2 public consultation of the review later this year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Ms Nancy SO

Post Title \_\_\_\_\_

Controller, Student Financial Assistance Agency

Date \_\_\_\_\_

16 March 2011





In the 2010-11 Policy Address, the Chief Executive proposed to substantially increase the flat rate grant under STAS from the existing \$408 to \$1,000 per year for full-grant students and from \$204 to \$500 per year for half-grant students, with effect from the 2011/12 school year, to provide enhanced support to primary and secondary students from low-income families. We expect about 276 000 students would benefit from this measure in the 2011/12 school year, and the additional recurrent expenditure is about \$120 million each year. Increase in the flat-rate grant, together with our proposal to relax the income threshold for full level of assistance under the means test mechanism of SFAA as announced in the 2011-12 Budget, can help relieve the financial burden of the parents receiving the textbook assistance in meeting their children's expenses for the new school year.

Signature \_\_\_\_\_  
Name in block letters \_\_\_\_\_ Ms Nancy SO  
Post Title \_\_\_\_\_ Controller, Student Financial Assistance Agency  
Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB352

Question Serial No.

0053

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:

With regard to taking forward and implementing the recommendations of the “Aspirations for the Higher Education System in Hong Kong”, has the University Grants Committee worked out a timetable with the Education Bureau?

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

Reply:

The University Grants Committee (UGC) submitted in December 2010 the report “Aspirations for the Higher Education System in Hong Kong” to the Government. The report has been prepared following extensive consultation, and aims to offer for the Government’s consideration recommendations on appropriate strategies for the future development of post-secondary education in Hong Kong.

The Education Bureau is studying and examining the recommendations in the report, and is consulting stakeholders in the post-secondary education sector before coming to a view for implementation. The implementation details and timetable will be worked out after the Government has made its decision on implementation.

In the meantime, the UGC is working on initiatives within the Committee’s remit which are along the direction of some recommendations in the Report such as those concerning internationalization, the quality of teaching and learning, as well as increased competitiveness in research funding at UGC-funded institutions.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Michael V Stone

Post Title \_\_\_\_\_ Secretary-General, University Grants Committee

Date \_\_\_\_\_ 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB353**

Question Serial No.

0358

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:

Will the University Grants Committee (UGC) provide the following information:

Subject	2010-11			2011-12			Percentages of graduates working in the public medical sector for the past 3 years
	Degree places	UGC subvention	Average subvention per student	Degree places	Estimated UGC subvention	Estimated average subvention per student	
Medicine							
Chinese medicine							
Nursing							
Dentistry							
Occupational therapy							
Physiotherapy							
Speech therapy							
Audio therapy							

Asked by: Hon. LEUNG LAU Yau-fun, Sophie

Reply:

The number of approved intake medical and allied health undergraduate places for 2010/11 and 2011/12 academic years are set out at **Annex A**. The percentage of graduates of UGC-funded programmes (in respective discipline) employed by the Hospital Authority/Government departments are set out at **Annex B**.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

15 March 2011

**Annex A**

Subject	2010/11		2011/12	
	Degree places	Average student unit cost (\$) (Note 1)	Degree places	Average student unit cost (\$) (Note 1)
Medicine	320	647,000 (Note 2)	320	647,000 (Note 2)
Dentistry	53	576,000 (Note 2)	53	576,000 (Note 2)
Chinese medicine	79	227,000 (Note 2)	79	227,000 (Note 2)
Nursing	690		690	
Occupational therapy	46		46	
Physiotherapy	70		70	
Speech / Audio therapy	40		40	

**Note 1:** 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 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, as reported by the institutions. This mainly comprises government subvention and tuition fee by Academic Programme Category.

**Note 2:** Student unit costs for the 2010/11 and 2011/12 academic years are not yet available. But according to information provided by the institutions, the student unit costs of the Academic Programme Categories “Medicine” and “Dentistry” for the 2009/10 academic year for undergraduate places were \$647,000 and \$576,000 respectively. As regards Chinese Medicine, Nursing and other disciplines set out in the above table, they are classified under the Academic Programme Category “Studies Allied to Medicine and Health” and the unit cost for an undergraduate place in 2009/10 academic year was \$227,000.

**Percentage of graduates of UGC-funded programmes (in respective discipline) employed by the  
Hospital Authority / Government departments**

<b>Discipline</b>	<b>2007/08</b>	<b>2008/09</b>
Medicine	93.3%	93.1%
Chinese Medicine	70.4%	54.5%^
Nursing	83.4%	86.9%
Dental Surgery	25.6%	21.2%
Occupational Therapy	N/A*	78.4%
Physiotherapy	N/A*	61.1%
Speech / Hearing Therapy	14.3%	5.7%^

**Notes:**

1. The employment information of graduates from relevant full-time UGC-funded programmes in a given year is collected through the Graduate Employment Survey which is conducted annually by the UGC-funded institutions with a time frame up to December of the same year. Institutions will provide the information to the UGC by end of March the following year. Hence statistics for 2009/10 are not yet available.
2. The above percentages refer to the ratio of the number of employed graduates (by Hospital Authority / Government departments) to the total number of graduates who are employed full-time, underemployed and unemployed of the respective discipline. To provide a better picture of the employment situation of the graduates, those pursuing full-time further studies are excluded from the calculation.
3. Graduates covered in the Graduate Employment Survey refer to the students graduated from the year in which the Survey was conducted. However, for first degree graduates of medical programmes, they refer to those students who graduated one year immediately before the survey year.
4. \* Figures are not provided as relevant data for compiling the percentages were not available.
5. ^Because the number of graduates of the Chinese Medicine and Speech/Hearing Therapy disciplines is small, a slight change in the numbers between years will result in a relatively high increase/decrease in the percentage.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB354**

Question Serial No.

0484

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 June 2010, the University Grants Committee provided additional funds of about \$43 million to its funded institutions to facilitate them to weave “outcomes” into the “3+3+4” curricula and to build up their capacities. In this connection, will the Government inform this Committee:

- (a) of the amount of funding received by each institution; and
- (b) whether there is any mechanism to oversee the use of the funding and to review its effectiveness?

Asked by:      Hon. HO Chun-yan, Albert

Reply:

Central to our commitment to enhancing quality in teaching and learning, the University Grants Committee (UGC) attaches considerable importance to the initiative of promoting outcome-based approaches (OBA). The promotion of OBA to student learning allows institutions to articulate what they intend their students to achieve and focus their education effort accordingly, and leads to better teaching and learning. The UGC also recognises that the curriculum revision under the New Academic Structure for Senior Secondary and Higher Education represents a good opportunity for adopting OBA.

In order to facilitate the institutions' efforts to weave “outcomes” into their academic curricula and to build up their capabilities, the UGC has been providing some additional funding to the UGC-funded institutions since 2006/07. We have allocated \$43 million to the eight institutions for the 2009/10 and 2010/11 academic years. The respective allocations to the institutions were as follows:

	<b>Allocation in June 2010 (\$m)</b>
City University of Hong Kong	5.4
Hong Kong Baptist University	6.0
Lingnan University	5.2
Chinese University of Hong Kong	4.0
Hong Kong Institute of Education	6.0
Hong Kong Polytechnic University	6.0
Hong Kong University of Science and Technology	6.0
University of Hong Kong	4.52
<b>Total</b>	<b>43.12</b>

The UGC has called for progress reports from the institutions on the use of the funding for promoting OBA, and the progress and effectiveness of efforts made in carrying out the OBA initiatives, specifically on how “outcomes” have been woven into the curriculum through the initiatives launched. The UGC will continue to invite institutions to report on the use of the funding. An institutional task force, comprising two representatives from each institution, has been formed to facilitate institutions' efforts to weave “outcomes” into the curricula for the New Academic Structure, encourage teaching staff to adopt OBA, foster collaboration and sharing of information among institutions, and organise promotional events.

The UGC, together with the task force, will continue to monitor institutions' progress in weaving "outcomes" into the new curriculum and play a facilitating role in helping institutions build up OBA capacity.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB355**

Question Serial No.

0485

Head: 190 University Grants Committee    Subhead (No. & title): 000 Operational Expenses

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

The Government will provide an estimated provision of \$14.53 million to the University Grants Committee (UGC) in 2011-12 to cover meeting expenses of UGC, Research Grants Council (RGC) and Quality Assurance Council (QAC). In this connection, will the Government inform:

- (a) the reasons for an increase of 53% in the provision as compared to 2009-10; and
- (b) the titles, dates, specific objectives and expenses of the meetings and public seminars held by UGC, RGC and QAC in 2009-10 and 2010-11?

Asked by:    Hon. HO Chun-yan, Albert

Reply:

(a) Meeting expenses mainly comprise air passages, hotel accommodation and subsistence allowances for overseas members and out-of-pocket expenses for local members. The estimated expenditure for meeting expenses in 2011-12 has increased by 53% when compared with the actual expenditure in 2009-10. This is mainly due to the increase in the number of overseas members of Research Grants Council, and the number of meetings arising from Areas of Excellence projects and the recently introduced Hong Kong PhD Fellowship Scheme and Theme-based Research Scheme.

(b) Details of meetings and public seminars in 2009-10 and 2010-11 are set out below-

In 2009-10:

Committee/ Council/ Scheme	Title	Date	Specific Objective	Actual Expenditure (\$million)
University Grants Committee (UGC)	UGC Meeting	23.4.2009 27.8.2009 28.8.2009 8.1.2010	To consider matters related to the funding and strategic development of higher education in Hong Kong	1.6
	Higher Education Review Group Meeting	21.4.2009 27.8.2009 3.12.2009 6.1.2010	To consider and discuss matters relating to the UGC's Higher Education Review 2010	
	Research Group Meeting	22.4.2009 26.8.2009 6.1.2010	To discuss the strategy to promote research; and to consider and approve funding for projects	
	Strategy Sub-Committee Meeting	22.4.2009 26.8.2009 7.1.2010	To consider matters related to institutional and academic development and funding methodologies	



Committee/ Council/ Scheme	Title	Date	Specific Objective	Actual Expenditure (\$million)
	Investment Group Meeting	5.6.2009 20.10.2009	To discuss investment strategies of the Research Endowment Fund	
	General Affairs and Management Sub-Committee Meeting	29.7.2009 12.1.2010	To consider the UGC management information and statistical systems; matters related to space and accommodation requirements of UGC-funded institutions; and ad hoc funding proposals	
	Communications Group Meeting	12.8.2009 12.1.2010 20.1.2010 26.2.2010 16.3.2010	To consider matters related to public relations and publicity of the UGC, and foster understanding between the UGC and the community/stakeholders	
	“3+3+4” Group Meeting	21.8.2009 19.3.2010	To consider matters related to the implementation of the “3+3+4” academic structure	
	Ad Hoc Group Meeting on Hong Kong Institute of Education (HKIED)’s Research Environment	5.1.2010	To consider proposals from HKIED on the introduction of research postgraduate and non-Education undergraduate programmes	
	Review Group Meeting on HKIED	5.1.2010		
	Chairman, UGC meeting with Senates/Academic Boards of Institutions	19.6.2009 25.6.2009 29.6.2009 30.6.2009 29.9.2009 14.10.2009 21.10.2009	To brief the audience on the work of the UGC and exchange views on higher education	
	Consultation Forums on Higher Education Review 2010	2.9.2009 3.9.2009	To consult stakeholders, i.e. staff and students in the UGC sector, on the development of the UGC-funded institutions and of the entire post-secondary sector	
	Research Grants Council (RGC)	RGC Meeting	12.6.2009 & 11.12.2009	
RGC Visit to the Hong Kong Polytechnic University		11.6.2009	To pay goodwill visit to the institution	

Committee/ Council/ Scheme	Title	Date	Specific Objective	Actual Expenditure (\$million)
	General Research Fund Panel Meetings	8.6.2009 to 10.6.2009	To assess research proposals submitted under the General Research Fund	
	Collaborative Research Fund Sub-Committee Meeting cum interview	8.12.2009 & 9.12.2009	To interview the project teams and finalize funding recommendation	
	Collaborative Research Fund Symposium	10.12.2009	To monitor on-going projects and share experience	
	State Natural Science Award Selection Committee Meeting	9.12.2009	To short-list the candidates for recommendation to the Education Bureau	
	National Natural Science Foundation of China /Research Grant Council Joint Research Scheme Local Selection Committee Meeting	4.9.2009	To discuss and prioritize initial shortlist	
	National Natural Science Foundation of China /Research Grant Council Joint Research Scheme Joint Selection Committee Meeting (Hangzhou)	18.9.2009	To discuss and select projects for funding support	
	RGC – Fulbright Hong Kong Scholar Programme Interview	18.12.2009	To select candidates for the awards	
Quality Assurance Council (QAC)	QAC Meetings	16.5.2009 & 4.9.2009	To receive and discuss audit reports from independent QAC Audit Panels on UGC-funded institutions; and consider and discuss other quality assurance related matters in the UGC sector	1.5
	Meetings involving QAC Audit Panels in relation to QAC Audits: <ul style="list-style-type: none"> <li>● <u>Audit on University of Hong Kong</u> - Audit Visit</li> <li>● <u>Audit on Lingnan University</u> - Initial Meeting and Preliminary Visit - Audit Visit</li> </ul>	19.4.2009 to 23.4.2009  15.11.2009 to 18.11.2009 17.11.2010 to 21.11.2010	To prepare for QAC audits to be conducted on UGC-funded institutions; and to conduct audit visits to the institutions	

Committee/ Council/ Scheme	Title	Date	Specific Objective	Actual Expenditure (\$million)
	<ul style="list-style-type: none"> <li>● <u>Audit on The Hong Kong University of Science and Technology</u> <ul style="list-style-type: none"> <li>- Intensive Workshop</li> <li>- Initial Meeting and Preliminary Visit</li> <li>- Audit Visit</li> </ul> </li> <li>● <u>Audit on City University of Hong Kong (CityU)</u> <ul style="list-style-type: none"> <li>- Intensive Workshop</li> <li>- Initial Meeting and Preliminary Visit</li> </ul> </li> <li>● <u>Audit on The Hong Kong Polytechnic University</u> <ul style="list-style-type: none"> <li>- Auditor Workshop</li> </ul> </li> </ul>	24.9.2009 15.1.2010 to 16.1.2010 14.3.2010 to 18.3.2010  24.9.2009 22.3.2010 to 24.3.2010  23.3.2010		
Areas of Excellence (AoE)	Short-listing Committee Meeting	18.4.2009	To consider initial proposals for the Fifth Round AoE and to draw up a short-list for consideration	1.0
	Site visit of project (Institute of Molecular Technology for Drug Discovery and Synthesis)	24.4.2009	To review the progress of the project	
	Site visit of project (Molecular Neuroscience: Basic Research & Drug Discovery)	25.4.2009	To review the progress of the project	
	Review Panel Meeting	25.8.2009	To conduct interviews with the project teams of the shortlisted proposals for the Fifth Round AoE and to select projects to be funded	
	Site visit of project (Centre for Research into Circulating Fetal Nucleic Acids)	9.1.2010	To review the progress of the project	
	Site visit of project (Developmental Genomics & Skeletal Research)	25.1.2010	To review the progress of the project	
Hong Kong PhD Fellowship Scheme	Hong Kong PhD Fellowship Selection Panel Meeting	25.2.2010 to 26.2.2010	To select suitable candidates for the scheme	0.9
2009-10 Actual				9.5

In 2010-11:

Committee/ Council/ Scheme	Title	Date	Specific Objective	Revised Estimate (\$million)
University Grants Committee (UGC)	UGC Meeting	22.4.2010 23.4.2010 8.9.2010 9.9.2010 9.11.2010 14.1.2011	To consider matters related to the funding and strategic development of higher education in Hong Kong	2.1
	Meeting of UGC Local Members	11.5.2010 12.5.2010	To consider and discuss matters relating to the UGC's Higher Education Review 2010	
	Higher Education Review Group Meeting	19.5.2010 13.7.2010 6.9.2010	To consider and discuss matters relating to the UGC's Higher Education Review 2010	
	Research Group Meeting	21.4.2010 23.4.2010 8.9.2010 13.1.2011	To discuss the strategy to promote research; to consider and approve funding for projects	
	Strategy Sub-Committee Meeting	7.9.2010 12.1.2011	To consider matters related to institutional and academic development and funding methodologies	
	Investment Group Meeting	14.4.2010	To discuss investment strategies of the Research Endowment Fund	
	Communications Group Meeting	4.6.2010 10.1.2011 7.3.2011	To consider matters related to public relations and publicity of the UGC, and foster understanding between the UGC and the community/stakeholders	
	"3+3+4" Group Meeting	11.11.2010	To consider matters related to the implementation of the "3+3+4" academic structure	
	Academic Development Proposals Group Meeting	7.9.2010 12.1.2011	To advise on issues pertaining to the 2012-15 Academic Development Proposals exercise	
	Financial Affairs Working Group Meeting	15.2.2011	To discuss matters related to institutions' finances	
	Meeting of the Ad Hoc Group on UGC Teaching Award	4.6.2010 16.11.2010	To work out the structure and selection criteria and other related matters of the UGC Teaching Award	

Committee/ Council/ Scheme	Title	Date	Specific Objective	Revised Estimate (\$million)
	Chairman, UGC meeting with Deans and Department Heads of Institutions	13.9.2010 14.9.2010 5.10.2010 6.10.2010 12.10.2010 13.10.2010 2.11.2010 4.11.2010	To brief institutions on the work of the UGC	
	Consultation Forums on Higher Education Review 2010	24.4.2010	To consult stakeholders, i.e. staff and students in the entire post-secondary sector, on the development of the UGC-funded institutions and of the entire post-secondary sector	
	Meeting with the media and hold briefings on Higher Education Review 2010	1.12.2010 & 2.12.2010	To explain to the media the content of the "Aspirations for the Higher Education System in Hong Kong" report	
	UGC Visit to Institutions	21.4.2010 12.1.2011 13.1.2011	To foster understanding and enhance communications with institutions	
Research Grants Council (RGC)	RGC Meeting	18.6.2010 & 10.12.2010	To discuss research matters and to endorse funding recommendations submitted by various panels and sub-committees under the RGC	6.5
	RGC Visit to the Chinese University of Hong Kong	17.6.2010	To pay goodwill visit to the institution	
	General Research Fund Panel Meetings	14.6.2010 to 16.6.2010	To assess research proposals submitted under the General Research Fund	
	Collaborative Research Fund Sub-Committee Meeting cum interview	7.12.2010 & 8.12.2010	To interview the project teams and finalize funding recommendation	
	Collaborative Research Fund Symposium	9.12.2010	To monitor the on-going projects and share experience	
	State Natural Science Award Selection Committee Meeting	8.12.2010	To short-list the candidates for recommendation to the Education Bureau	
	National Natural Science Foundation of China /Research Grant Council Joint Research Scheme Local Selection Committee Meeting	3.9.2010	To discuss and prioritize initial shortlist	

Committee/ Council/ Scheme	Title	Date	Specific Objective	Revised Estimate (\$million)
	National Natural Science Foundation of China /Research Grant Council Joint Research Scheme Joint Selection Committee Meeting (Hong Kong)	24.9.2010	To discuss and select projects for funding support	
	RGC – Fulbright Hong Kong Scholar Programme Interview	23.12.2010 & 24.12.2010	To select candidates for the awards	
Quality Assurance Council (QAC)	QAC Meetings	24.5.2010 6.9.2010	To receive and discuss audit reports from independent QAC Audit Panels on UGC-funded institutions; and consider and discuss other quality assurance related matters in the UGC sector	2.6
	Meetings involving QAC Audit Panels in relation to QAC Audits: <ul style="list-style-type: none"> <li>● <u>Audit on City University of Hong Kong</u> - Audit Visit</li> <li>● <u>Audit on The Hong Kong Polytechnic University</u> - Initial Meeting and Preliminary Visit - Audit Visit</li> <li>● <u>Audit on The Hong Kong Institute of Education</u> - Auditor Workshop - Initial Meeting and Preliminary Visit - Audit Visit</li> </ul>	23.5.2010 to 27.5.2010  11.8.2010 to 13.8.2010 10.10.2010 to 14.10.2010  8.10.2010 20.1.2011 to 24.1.2011 20.3.2011 to 24.3.2011	To prepare for QAC audits of UGC-funded institutions; and to conduct audit visits on the institutions	
Areas of Excellence	Site visit of project (Control of Pandemic and Inter-Pandemic Influenza)	27.4.2010	To review the progress of the project	0.4
Hong Kong PhD Fellowship Scheme	Hong Kong PhD Fellowship Selection Panel Meeting	28.2.2011 & 1.3.2011	To select suitable candidates for the scheme	1.4
Theme-based Research Scheme	June 2010 Shortlisting Committee Meeting	18.6.2010	To review white papers and select initial grand challenge topics for further refinement	0.6
	Workshops and Pre/Post-workshop meetings	16.8.2010 to 20.8.2010, 30.8.2010 to 31.8.2010 & 1.9.2010	To discuss and refine grand challenge topics and issues relating to invitation for preliminary proposals	

Committee/ Council/ Scheme	Title	Date	Specific Objective	Revised Estimate (\$million)
	Ad Hoc Committee Meeting	10.12.2010	To discuss and shortlist proposals for submission of full proposals	
2010-11 Revised Estimate				13.6

Signature \_\_\_\_\_  
 Name in block letters Michael V Stone  
 Post Title Secretary-General, University Grants Committee  
 Date 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB356**

Question Serial No.

0486

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 has recommended making the allocation of research funding more competitive. The allocation of the research postgraduate places will be subject to competitive elements in the 2012/13 to 2014/15 triennium and some funding will be transferred from the Research portion of the Block Grant to the RGC during the triennium. In this connection, would the Administration advise us of:

- (a) the arrangement for allocating research postgraduate places and the number of places involved after the introduction of competitive elements;
- (b) the funding model for the 2012/13 to 2014/15 triennium; and
- (c) the amount of funding to be transferred from the Research portion of the Block Grant to the RGC?

Asked by:    Hon. HO Chun-yan, Albert

Reply:

As set out in the Higher Education Review *Aspirations for the Higher Education System in Hong Kong*, the University Grants Committee (UGC) recommends that research funding and resources should be allocated increasingly on a competitive basis. The key aspects of this are research postgraduate places and the balance between funding in the Research portion of the Block Grant and under the Research Grants Council (RGC). Against this background:

- (a) The introduction of competitive elements in the allocation of research postgraduate places will be gradual, with roughly half of such places allocated competitively by 2016/17. We shall use a range of competitive elements to guide the allocation. By the end of the 2012/13 to 2014/15 triennium, about 405 places will be allocated under the Hong Kong PhD Fellowship Scheme; 375 places will be allocated according to each institution's success in project schemes funded by the RGC; 375 places will be allocated on the basis of the latest score an institution achieved in the Research Assessment Exercise; 375 places will be allocated on outcome based evaluation of research postgraduate programmes, a scheme being worked out by the UGC with the institutions; 600 places will be allocated by the RGC, which has decided to do this through the Hong Kong PhD Fellowship Scheme as a long term target, and in the meantime the RGC will allocate these places according to each institution's success in various project areas; and the remaining 3 465 places will be allocated on a historical basis as before.
- (b) As regards funding to be transferred from the Research portion of the Block Grant to the RGC, the intention is to allocate the transferred funding as indirect costs or on-costs associated with RGC projects, so that the total amount available to institutions for research will not change. Such funding won by an institution will still be at the disposal of the Head of Institution, who will have full freedom to decide how to allocate the funds within the institution. In this way, the real costs of doing research are properly identified and funded to a greater extent.



- (c) The UGC is still deliberating on the level and pace of transfers from the Research portion of the Block Grant to the RGC, with the long term intention of transferring 50% of the Research portion over a nine-year period. The specific amounts to be transferred during the 2012/13 to 2014/15 triennium will be determined in the later part of 2011.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB357**

Question Serial No.

0487

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 work of Research Grants Council, will the Government inform this Committee of

- (a) the number of grant applications, the manpower and the allocated amount involved from the 2007/08 to 2010/11 academic years in respect of the earmarked research grant; and
- (b) the total number of applications, the number of awardees, their respective institutions, the manpower and the allocated amount involved from the 2007/08 to 2010/11 academic years in respect of the Public Policy Research Funding Scheme, Strategic Public Policy Research Funding Scheme and the Hong Kong PhD Fellowship Scheme?

Asked by:    Hon. HO Chun-yan, Albert

Reply:

The number of applications and approved amount for earmarked research grants from 2007/08 to 2010/11 academic years are as follows:

<b>Academic Year</b>	<b>Number of applications</b>	<b>Approved Amount (\$ million)</b>
<b>2007/08</b>	2 404	612.1
<b>2008/09</b>	2 557	656.0
<b>2009/10</b>	2 797	745.0
<b>2010/11</b>	2 986	775.0

The number of applications, number of awardees and the allocated amount in respect of the Public Policy Research Funding Scheme (PPRFS), Strategic Public Policy Research Funding Scheme (SPPRFS) and Hong Kong PhD Fellowship Scheme (HKPFS) from 2007/08 to 2010/11 academic years are as follows:

	<b>PPRFS</b>				<b>SPPRFS@</b>			<b>HKPFS*</b>	
	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2009/10</b>	<b>2010/11</b>
<b>Number of Applications</b>	100	44	71	105	11	12	18	2 996	4 024
<b>Number of Awardees</b>	23	7	20	20	2	4	2	106	#
<b>Allocated Amount (\$m)</b>	14.1	3.9	8.3	9.0	9.0	9.3	3.7	120.0	#

@ SPPRFS was launched in 2008/09.

\* HKPFS was launched in 2009/10.

# The outcome of the Hong Kong PhD Fellowship Scheme for 2010/11 is not yet available.

The distribution of awardees by institution under PPRFS, SPPRFS and HKPFS from 2007/08 to 2010/11 is as follows -

	PPRFS				SPPRFS			HKPFS
	2007/08	2008/09	2009/10	2010/11	2008/09	2009/10	2010/11	2009/10
<b>CityU</b>	1	-	1	2	-	1	-	5
<b>HKBU</b>	2	-	-	1	-	-	1	3
<b>LU</b>	1	-	1	1	-	-	-	1
<b>CUHK</b>	3	3	10	2	-	1	1	29
<b>HKIED</b>	5	-	-	2	1*	-	-	-
<b>PolyU</b>	2	2	3	2	-	1	-	13
<b>HKUST</b>	2	-	1	3	1	-	-	32
<b>HKU</b>	7	2	4	7	-	1	-	23
<b>Total number of awardees</b>	<b>23</b>	<b>7</b>	<b>20</b>	<b>20</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>106</b>

\* The awardee, who previously worked in City University of Hong Kong, joined the Hong Kong Institute of Education in 2010

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

Regarding the manpower involved, the Research Grants Council (RGC) was manned by 16 full-time staff members and 4 temporary clerks recruited during the peak season in 2007/08. The number was increased to 20 full-time staff members and 5 temporary clerks recruited during the peak season in 2010/11. These staff members handled all the funding schemes administered by RGC.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Michael V Stone

Post Title \_\_\_\_\_ Secretary-General, University Grants Committee

Date \_\_\_\_\_ 16 March 2011

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

**EDB358**

Question Serial No.

0488

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 University Grants Committee (UGC) encourages local students to go on exchange programmes so as to further internationalise our institutions. Would the Government advise us of:

- (a) the number of local students taking part in exchange programmes, the percentages such students represent in the overall student population and the destinations for the exchange programmes in the past three years (i.e. 2008/09, 2009/10 and 2010/11 school years) by institution and academic programme; and
- (b) the total amounts of government funding for such exchange programmes, the numbers of students benefited from the funding and per capita funding in the past three years?

Asked by: Hon. HO Chun-yan, Albert

Reply:

- (a) The number and percentage of outgoing exchange local students of the University Grants Committee (UGC)-funded full-time undergraduate and postgraduate programmes by institution and destination, for 2008/09 and 2009/10 academic years are set out at **Annexes A1 and A2**. The number and percentage of outgoing exchange local students of the UGC-funded full-time undergraduate and postgraduate programmes by institutions and broad academic programme category for 2008/09 and 2009/10 are at **Annex B**. Since statistics on exchange are collected upon the completion of an academic year, data for 2010/11 are not yet available.
- (b) Since 2003, the Administration has launched five rounds of Matching Grant Scheme of about \$1 billion each for awarding grants to institutions to match private donations secured by them. Institutions have been encouraged to use the resources secured under Matching Grant Scheme in a number of areas, including provision of student exchange programmes, promoting internationalisation and providing scholarships for non-local students.

The UGC has recently announced an extension of its own matching scheme for internationalisation, an initiative implemented some six years ago, by providing a further one-off \$50 million to the institutions on a \$1-to-\$1 matching basis to enhance the exchange opportunities for local students.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

## Number of Outgoing Exchange Local Students of UGC-funded Full-time Undergraduate and Postgraduate Programmes by Institution, Level of Study and Destination, 2008/09

Institutions*	Destination													Total	
	The Mainland China	Singapore	South Korea	Japan	Other Place in Asia	USA	Canada	France	UK	Germany	Other European Countries	Australia	The Rest of the World	Number	As % of respective total local student enrolment @
CityU	57	11	8	9	21	95	42	30	55	12	68	23	4	435	5.5%
HKBU	7	2	2	1	12	21	5	6	20	1	38	8	-	123	2.4%
LU	45	-	16	1	6	49	6	3	10	-	16	-	-	152	7.0%
CUHK	35	15	20	42	5	133	46	28	22	12	142	19	13	532	4.6%
HKIEd	16	-	1	1	4	3	1	7	9	-	17	6	-	65	1.6%
PolyU	65	6	18	8	4	29	13	35	61	33	94	26	-	392	4.4%
HKUST	60	23	27	3	1	125	42	34	35	30	123	1	4	508	9.1%
HKU	21	18	9	50	-	49	44	16	52	17	51	25	9	361	3.2%
Total	306	75	101	115	53	504	199	159	264	105	549	108	30	2 568	4.5%

## Notes:

1. 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. The numbers on non-local students enrolling in UGC-funded programmes participated in exchange programmes are not included.
2. \* Abbreviations for Institutions are as follows:

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
3. @ In compiling the percentage, total local student enrolment refers to the total number of local students at undergraduate, taught postgraduate and research postgraduate levels.

## Number of Outgoing Exchange Local Students of UGC-funded Full-time Undergraduate and Postgraduate Programmes by Institution, Level of Study and Destination, 2009/10

Institutions*	Destination													Total	
	The Mainland China	Singapore	South Korea	Japan	Other Place in Asia	USA	Canada	France	UK	Germany	Other European Countries	Australia	The Rest of the World	Number	As % of respective total local student enrolment @
CityU	63	11	14	9	49	77	54	28	50	10	117	24	6	512	6.4%
HKBU	20	-	3	2	13	24	5	5	20	2	39	10	2	145	2.9%
LU	39	-	16	2	6	40	4	3	18	-	7	-	-	135	6.2%
CUHK	50	14	39	49	11	129	44	22	20	15	134	8	12	547	4.7%
HKIEd	17	2	4	4	5	6	1	1	10	-	36	4	-	90	2.0%
PolyU	92	6	11	-	4	22	17	15	40	9	46	3	-	265	2.9%
HKUST	53	18	46	9	2	91	45	35	32	22	131	4	2	490	8.7%
HKU	33	22	13	28	1	62	35	19	69	22	69	31	10	414	3.7%
Total	367	73	146	103	91	451	205	128	259	80	579	84	32	2 598	4.5%

## Notes:

- 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. The numbers on non-local students enrolling in UGC-funded programmes participated in exchange programmes are not included.
- \* Abbreviations for Institutions are as follows:

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 compiling the percentage, total local student enrolment refers to the total number of local students at undergraduate, taught postgraduate and research postgraduate levels.

**Number of Outgoing Exchange Local Students of UGC-funded Full-time Undergraduate and Postgraduate Programmes by Institution and Broad Academic Programme Category,  
2008/09 to 2009/10**

Academic Year	Institution*	Broad Academic Programme Category							Total	
		Medicine, Dentistry and Health	Sciences	Engineering and Technology	Business and management	Social Sciences	Arts and Humanities	Education	Number	As % of respective total local student enrolment @
2008/09	CityU	-	16	16	277	88	38	-	435	5.5%
	HKBU	1	6	-	31	41	40	4	123	2.4%
	LU	-	-	-	40	33	79	-	152	7.0%
	CUHK	-	66	19	292	85	69	1	532	4.6%
	HKIED	-	9	-	3	2	24	27	65	1.6%
	PolyU	9	35	101	179	21	47	-	392	4.4%
	HKUST	-	56	98	318	36	-	-	508	9.1%
	HKU	7	57	36	65	136	59	-	361	3.2%
	Total	17	246	270	1 205	442	356	32	2 568	4.5%
2009/10	CityU	-	22	18	335	107	30	-	512	6.4%
	HKBU	-	4	-	43	39	55	4	145	2.9%
	LU	-	-	-	41	25	69	-	135	6.2%
	CUHK	-	56	22	264	114	89	2	547	4.7%
	HKIED	-	13	-	1	2	39	35	90	2.0%
	PolyU	6	42	67	136	1	13	-	265	2.9%
	HKUST	-	68	119	267	36	-	1	490	8.7%
	HKU	7	71	54	81	144	52	6	414	3.7%
	Total	13	274	280	1 168	468	347	48	2 598	4.5%

Notes:

1. 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. The numbers on non-local students enrolling in UGC-funded programmes participated in exchange programmes are not included.
2. Since some UGC-funded programmes are mapped to more than one academic programme category (APC), students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals. Figures may not add up to the corresponding totals owing to rounding.
3. \*Abbreviations for Institutions are as follows:

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
4. @ In compiling the percentage, total local student enrolment refers to the total number of local students at undergraduate, taught postgraduate and research postgraduate levels.





**Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Level of Study  
and Place of Origin, 2009/10 to 2010/11\***

Academic Year	Level of Study <sup>#</sup>	Place of origin <sup>@</sup>			Total	
		The Mainland of China	Other Places in Asia	The Rest of the World	Number	As % of respective total student enrollment
2009/10	SD	2	2	2	6	0.1%
	Ug	4 562	436	193	5 191	9.2%
	TPg	35	12	6	53	1.5%
	RPg	3 830	146	107	4 083	64.6%
	Total	8 429	596	308	9 333	12.7%
2010/11*	SD	2	1	2	5	0.1%
	Ug	4 670	670	239	5 579	9.7%
	TPg	43	12	10	65	1.8%
	RPg	4 073	216	149	4 438	68.0%
	Total	8 788	899	400	10 087	13.4%

## Notes:

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. \* Figures for 2010/11 are provisional.
3. # SD: Sub-degree  
Ug: Undergraduate  
TPg: Taught Postgraduate  
RPg: Research Postgraduate
4. @ The place of origin for non-local students refers to their nationality.

**Annex B****Non-local Student Enrolment (Headcount) of UGC-funded Undergraduate Programmes by Broad Academic Programme Category and Place of Origin, 2010/11(Provisional figures)**

Institution *	Broad Academic Programme Category	Place of origin <sup>@</sup>			Total	
		The Mainland of China	Other Places in Asia	The Rest of the World	Number	As % of respective total undergraduate student enrollment
CityU	Sciences	147	8	2	157	10.3%
	Engineering and Technology	110	10	-	120	7.1%
	Business and management	230	28	13	271	8.9%
	Social Sciences	88	15	10	113	7.2%
	Arts and Humanities	50	3	2	55	6.6%
	Sub-Total	624	64	27	715	8.3%
HKBU	Medicine, Dentistry and Health	27	-	-	27	13.3%
	Sciences	136	-	-	136	16.0%
	Business and management	73	2	-	75	8.6%
	Social Sciences	145	5	-	150	10.9%
	Arts and Humanities	51	-	-	51	4.7%
	Education	5	-	1	6	1.5%
	Sub-Total	437	7	1	445	9.3%
LU	Business and management	119	5	4	128	16.4%
	Social Sciences	44	5	2	51	9.7%
	Arts and Humanities	28	5	-	33	3.6%
	Sub-Total	191	15	6	212	9.5%
CUHK	Medicine, Dentistry and Health	7	2	-	9	0.5%
	Sciences	179	11	8	198	9.6%
	Engineering and Technology	178	15	12	204	15.0%
	Business and management	368	20	8	396	17.6%
	Social Sciences	125	14	9	148	7.6%
	Arts and Humanities	27	3	4	34	2.2%
	Education	-	1	-	1	0.2%
Sub-Total	884	64	41	989	8.9%	
HKIEd	Sciences	19	-	-	19	4.5%
	Social Sciences	4	-	-	5	6.8%
	Arts and Humanities	143	2	-	145	10.9%

Institution *	Broad Academic Programme Category	Place of origin <sup>®</sup>			Total	
		The Mainland of China	Other Places in Asia	The Rest of the World	Number	As % of respective total undergraduate student enrollment
	Education	76	2	-	77	3.3%
	Sub-Total	242	4	-	246	5.9%
PolyU	Medicine, Dentistry and Health	27	6	5	38	2.4%
	Sciences	88	7	1	96	7.7%
	Engineering and Technology	268	12	8	288	9.7%
	Business and management	426	31	15	471	17.0%
	Social Sciences	4	2	-	6	2.1%
	Arts and Humanities	34	11	3	49	4.9%
	Sub-Total	848	70	31	949	9.6%
HKUST	Sciences	143	24	4	171	10.0%
	Engineering and Technology	172	98	14	283	13.0%
	Business and management	152	66	33	250	12.3%
	Social Sciences	31	5	1	36	17.0%
	Sub-Total	497	192	51	740	12.0%
HKU	Medicine, Dentistry and Health	11	20	2	33	1.6%
	Sciences	158	20	2	179	11.2%
	Engineering and Technology	209	70	19	298	15.4%
	Business and management	224	60	13	297	27.5%
	Social Sciences	297	72	33	402	18.2%
	Arts and Humanities	39	12	12	64	5.1%
	Education	9	-	1	10	2.4%
	Total	947	254	82	1 283	12.2%
Total	Medicine, Dentistry and Health	72	28	7	107	1.9%
	Sciences	869	70	17	956	10.1%
	Engineering and Technology	936	205	52	1 193	11.8%
	Business and management	1 591	211	85	1 888	14.7%
	Social Sciences	739	118	55	912	11.1%
	Arts and Humanities	372	36	21	429	5.4%
	Education	90	2	2	94	2.8%
	Total	4 670	670	239	5 579	9.7%

Notes:

1. Since some UGC-funded programmes are mapped to more than one APC, students of these programmes are counted across the APCs concerned on a pro rata basis. Thus the student numbers of some APCs are decimal figures. In the above table, the relevant figures are rounded to the nearest whole number. As such, figures may not add up to the corresponding totals owing to rounding.

2. \* Abbreviation for Institutions are as follows:

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

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

**The number of non-local students who were offered a hostel place  
and their percentage share in the total student hostel population  
in the 2009/10 and 2010/11 academic years**

Institutions	2009/10		2010/11	
	Number of non-local students who were offered a hostel place	Percentage share of the total student hostel population	Number of non-local students who were offered a hostel place	Percentage share of the total student hostel population
City University of Hong Kong	1 290	44.2%	1 346	46.2%
Hong Kong Baptist University	662	35.6%	651	35.2%
Lingnan University	222	14.8%	207	13.8%
The Chinese University of Hong Kong	1 741	30.4%	1 752	30.6%
The Hong Kong Institute of Education	236	13.0%	391	21.3%
The Hong Kong Polytechnic University	1 331	44.3%	1 414	47.1%
The Hong Kong University of Science and Technology	1 710	40.6%	1 844	43.1%
The University of Hong Kong	1 326	30.9%	1 414	32.9%
<b>Total</b>	<b>8 518</b>	<b>33.6%</b>	<b>9 019</b>	<b>35.5%</b>

Note:

The allocation of student hostel places to individual students is a matter within institutional autonomy and the respective University Grants Committee (UGC)-funded institutions allocate publicly-funded and privately-funded hostel places to their students enrolled in UGC-funded and non-UGC-funded programmes in one pool. Hence, the above figures include students enrolled in UGC-funded and non-UGC-funded programmes who were offered hostel places.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB360**

Question Serial No.

1700

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:

With regard to insufficient hostel places for local and non-local students in individual institutions, please advise on the following:

- (a) What is the supply and shortfall of hostel places in each institution in the past three (2008/09, 2009/10 and 2010/11) academic years?
- (b) What is the progress of the proposals to develop joint hostels for shared use by institutions? Has the Government earmarked expenditure to have more hostel places provided as quickly as possible?

Asked by:    Hon. HO Chun-yan, Albert

Reply:

In terms of supply, there are currently some 28 200 publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions. This includes six hostel projects under construction, which will provide 6 600 publicly-funded places.

In terms of demand, institutions will need additional hostel places due to the increase in approved student numbers at the undergraduate and post-graduate level. Furthermore, following the announcement of the policy to double the quota of non-local students from 10% to 20% of approved student number targets for UGC-funded taught programmes, institutions are recruiting progressively more non-local students.

The supply and projected shortfall of publicly-funded hostel places in the UGC-funded institutions in the 2008/09 and 2010/11 academic years are as follows –

Institutions	2008/09			2010/11		
	Number of publicly-funded hostel places available/ under construction	Shortfall under 10% non-local student quota	Shortfall under 20% non-local student quota	Number of publicly-funded hostel places available/ under construction	Shortfall under 10% non-local student quota	Shortfall under 20% non-local student quota
City University of Hong Kong	2 786	1 851	2 746	3 486	1 188	2 102
Hong Kong Baptist University	1 711	576	1 021	1 711	559	997
Lingnan University <sup>1</sup>	1 000	70	70	1 300	-	-
The Chinese University of Hong Kong	5 505	458	1 450	5 655	554	1 575

<sup>1</sup> Government's policy is to provide Lingnan University with publicly-funded 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. The Hong Kong Institute of Education is provided with hostel places for 50% of its full-time degree student population projected at the time of the establishment of the Institute. The increase of non-local student quota from 10% to 20% of the approved student number targets does not affect the provision of hostel places to these two institutions.

Institutions	2008/09			2010/11		
	Number of publicly-funded hostel places available/ under construction	Shortfall under 10% non-local student quota	Shortfall under 20% non-local student quota	Number of publicly-funded hostel places available/ under construction	Shortfall under 10% non-local student quota	Shortfall under 20% non-local student quota
The Hong Kong Institute of Education <sup>1</sup>	2 000	-	-	2 000	-	-
The Hong Kong Polytechnic University	3 004	1 961	3 106	4 654	413	1 592
The Hong Kong University of Science and Technology	3 006	759	1 319	3 707	172	738
The University of Hong Kong	5 685	60	1 033	5 692	239	1 225
<b>Total</b>	<b>24 697</b>	<b>5 735</b>	<b>10 745</b>	<b>28 205</b>	<b>3 125</b>	<b>8 229</b>

The above figures have taken into account the needs of both local and non-local students. The actual enrolments of non-local students have increased from 8.8% of the approved student number targets of UGC-funded taught programmes in the 2008/09 academic year to 10.1% in the 2010/11 academic year. We have also included in the table the estimated hostel shortfall should institutions fully utilise the quota for non-local students which is 20% of the approved student number targets for the UGC-funded taught programmes.

There are currently two joint student hostel projects under detailed planning, *i.e.* the Tseung Kwan O joint student hostel led by The Hong Kong University of Science and Technology (in collaboration with Hong Kong Baptist University), and the joint student hostel at Whitehead Ma On Shan led by City University of Hong Kong (in collaboration with The Hong Kong University of Science and Technology). The respective institutions are coordinating detailed planning for these projects which are expected to provide a total of some 2 600 publicly-funded hostel places, and the cost estimates of the projects have yet to be finalised. There are also two other hostel projects in Ma Liu Shui and Sai Ying Pun under detailed planning, which are expected to provide some 600 publicly-funded hostel places. These 3 200 hostel places are not included in the table above.

There are six hostel projects that are under construction. The Legislative Council has given funding approval of around \$2.1 billion for these six hostel projects. These projects will provide some 6 600 publicly-funded hostel places, which have been reflected in the above table.

The UGC will continue to work with institutions and the Administration to identify sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB361**

Question Serial No.

1701

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 his 2010-11 Policy Address, the Chief Executive proposed to increase the number of senior year articulation places by 4 000. In this connection, please provide a breakdown, by institution and programme, of the number of these UGC-funded places in the 2011/12 academic year.

Asked by:    Hon. HO Chun-yan, Albert

Reply:

For the 2011/12 academic year, there are a total of 3 974 University Grants Committee (UGC)-funded senior year articulation places – 1987 in each of Year 2 and Year 3. The allocation of such places, broken down by institution and by programme, is listed at Annex.

The 4 000 additional UGC-funded senior year articulation places, as recommended in the Chief Executive's 2010-11 Policy Address, will be phased in starting from the 2012/13 academic year onwards. Their allocation will be carried out in the context of the Academic Development Proposals exercise for the 2012/13 to 2014/15 triennium, which is currently underway. The Administration will inform the Legislative Council Finance Committee of the allocation of senior year places among institutions, when it submits to the Committee for approval of the recurrent funding for the UGC-funded institutions for the triennium.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011

Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded programmes in the 2011/12 Academic Year

Institution	Programme	2011/12		
		Year 2	Year 3	Total
CityU	Bachelor of Arts	149	149	298
	Bachelor of Business Administration	286	286	572
	Bachelor of Engineering	31	31	62
	Bachelor of Science	62	62	124
	Bachelor of Social Sciences	156	156	312
	<b>Sub-total</b>	<b>684</b>	<b>684</b>	<b>1368</b>
HKBU	Bachelor of Arts	59	59	118
	Bachelor of Business Administration	42	42	84
	Bachelor of Science	31	31	62
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	46	92
	<b>Sub-total</b>	<b>178</b>	<b>178</b>	<b>356</b>
LU	Bachelor of Arts	52	52	104
	Bachelor of Business Administration	44	44	88
	Bachelor of Social Sciences	28	28	56
	<b>Sub-total</b>	<b>124</b>	<b>124</b>	<b>248</b>
CUHK	Bachelor of Arts	34	34	68
	Bachelor of Business Administration	10	10	20
	Bachelor of Engineering	30	30	60
	Bachelor of Nursing	60	60	120
	Bachelor of Science	15	15	30
	Bachelor of Social Sciences	6	6	12
	<b>Sub-total</b>	<b>155</b>	<b>155</b>	<b>310</b>
PolyU	Bachelor of Arts	226	226	452
	Bachelor of Business Administration	48	48	96
	Bachelor of Business Administration/Bachelor of Science	85	85	170
	Bachelor of Engineering	93	93	186
	Bachelor of Science	242	242	484
	<b>Sub-total</b>	<b>694</b>	<b>694</b>	<b>1388</b>
HKUST	Bachelor of Engineering	57	57	114
	<b>Sub-total</b>	<b>57</b>	<b>57</b>	<b>114</b>
HKU	Bachelor of Arts	27	27	54
	Bachelor of Science	48	48	96
	Bachelor of Social Sciences	20	20	40
	<b>Sub-total</b>	<b>95</b>	<b>95</b>	<b>190</b>
<b>Total</b>		<b>1 987</b>	<b>1 987</b>	<b>3 974</b>

Notes:

CityU City University of Hong Kong

LU Lingnan University

PolyU The Hong Kong Polytechnic University

HKU The University of Hong Kong

HKBU

CUHK

HKUST

Hong Kong Baptist University

The Chinese University of Hong Kong

The Hong Kong University of Science and Technology

The Hong Kong Institute of Education does not have any senior year undergraduate places.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB362**

Question Serial No.

0774

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 approved a commitment of \$1 billion to launch the Fifth Matching Grant Scheme. Will the Administration inform this Committee of the amount of unmatched donations raised by individual institutions for the past four rounds of the Matching Grant Scheme?

Asked by:    Hon. TAM Yiu-chung

Reply:

For the past four rounds of the Matching Grant Scheme, the total amount of unmatched donations as reported by individual institutions during the periods of the schemes was as follows-

Institution	Unmatched Donations (\$ million)
City University of Hong Kong	51
Hong Kong Baptist University	118
Lingnan University	5
The Chinese University of Hong Kong	464
The Hong Kong Institute of Education	1
The Hong Kong Polytechnic University	40
The Hong Kong University of Science and Technology	37
The University of Hong Kong	475
The Open University of Hong Kong	7
Hong Kong Shue Yan University	-
<b>Total</b>	<b>1,198</b>

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB363**

Question Serial No.

0775

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 :

With regard to the on-going funded Areas of Excellence projects monitored, would the Administration list out the institutions being involved and the amount of funds incurred?

Asked by : Hon. Tam Yiu-chung

Reply :

There are 13 Areas of Excellence projects under monitoring.    Details are set out below:

First Round Exercise

1.    Center for Plant and Agricultural Biotechnology  
      Total Approved Funding: \$63.82 million (\$38.82 million + \$25 million Sustained Funding)  
      Co-ordinating Institution: The Chinese University of Hong Kong  
      Collaborating Institutions: The University of Hong Kong, Hong Kong Baptist University

Second Round Exercise

2.    Molecular Neuroscience: Basic Research & Drug Discovery  
      Total Approved Funding: \$54.3 million (\$26.8 million + \$27.5 million Sustained Funding)  
      Co-ordinating Institution: The Hong Kong University of Science and Technology  
      Collaborating Institutions: The Chinese University of Hong Kong, Hong Kong Baptist University, The University of Hong Kong, The Hong Kong Polytechnic University
3.    Chinese Medicine Research and Further Development  
      Total Approved Funding: \$32.99 million (\$25 million + \$7.99 million Sustained Funding)  
      Co-ordinating Institution: The Chinese University of Hong Kong  
      Collaborating Institutions: City University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology
4.    Institute of Molecular Technology for Drug Discovery and Synthesis  
      Total Approved Funding: \$64.8 million (\$48 million + \$16.8 million Sustained Funding)  
      Co-ordinating Institution: The University of Hong Kong  
      Collaborating Institutions: The Hong Kong Polytechnic University, The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, City University of Hong Kong

Third Round Exercise

5.    Developmental Genomics and Skeletal Research  
      Total Approved Funding: \$85.62 million (\$50 million + \$35.62 million Sustained Funding)  
      Co-ordinating Institution: The University of Hong Kong  
      Collaborating Institutions: City University of Hong Kong, The Hong Kong Polytechnic University, The Hong Kong University of Science and Technology
6.    Centre for Marine Environmental Research and Innovative Technology  
      Total Approved Funding: \$68.58 million (\$45 million + \$23.58 million Sustained Funding)  
      Co-ordinating Institution: The University of Hong Kong  
      Collaborating Institutions: City University of Hong Kong, The Hong Kong University of Science and Technology, The Chinese University of Hong Kong, Hong Kong Baptist University, The Hong Kong Polytechnic University

Fourth Round Exercise

7. Centre for Research into Circulating Fetal Nucleic Acids  
Total Approved Funding: \$29.92 million  
Co-ordinating Institution: The Chinese University of Hong Kong  
Collaborating Institution: The University of Hong Kong
8. Control of Pandemic and Inter-Pandemic Influenza  
Total Approved Funding: \$76 million  
Co-ordinating Institution: The University of Hong Kong  
Collaborating Institutions: The Chinese University of Hong Kong, The Hong Kong University of Science and Technology, Hong Kong Baptist University

Fifth Round Exercise

9. Institute of Network Coding  
Total Approved Funding: \$80.27 million  
Co-ordinating Institution: The Chinese University of Hong Kong  
Collaborating Institutions: City University of Hong Kong, The University of Hong Kong, The Hong Kong University of Science and Technology
10. The Historical Anthropology of Chinese Society  
Total Approved Funding: \$23.45 million  
Co-ordinating Institution: The Chinese University of Hong Kong  
Collaborating Institution: The Hong Kong University of Science and Technology
11. Center for Nasopharyngeal Carcinoma Research  
Total Approved Funding: \$92 million  
Co-ordinating Institution: The University of Hong Kong  
Collaborating Institutions: The Hong Kong University of Science and Technology, Hong Kong Baptist University
12. Institute of Molecular Functional Materials  
Total Approved Funding: \$92 million  
Co-ordinating Institution: The University of Hong Kong  
Collaborating Institutions: The Chinese University of Hong Kong, City University of Hong Kong, The Hong Kong University of Science and Technology, Hong Kong Baptist University
13. Theory, Modeling, and Simulation of Emerging Electronics  
Total Approved Funding: \$90.01 million  
Co-ordinating Institution: The University of Hong Kong  
Collaborating Institutions: The Hong Kong University of Science and Technology, The Chinese University of Hong Kong

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Michael V Stone

Post Title \_\_\_\_\_ Secretary-General, University Grants Committee

Date \_\_\_\_\_ 16 March 2011



**Number of Incoming and Outgoing Exchange Students in UGC-funded Full-time Undergraduate and Postgraduate Programmes, 2007/08 to 2009/10**

<b>Institution</b>	<b>Incoming<sup>1</sup></b>			<b>Outgoing<sup>2</sup></b>		
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10
The City University of Hong Kong	409	499	585	374	530	634
The Hong Kong Baptist University	203	231	264	129	171	194
Lingnan University	140	177	172	144	171	174
The Chinese University of Hong Kong	696	710	772	611	617	671
The Hong Kong Institute of Education	66	87	97	39	87	113
The Hong Kong Polytechnic University	458	445	377	498	528	495
The Hong Kong University of Science and Technology	506	522	537	497	635	660
The University of Hong Kong	702	810	840	480	512	605
<b>Total</b>	<b>3 180</b>	<b>3 481</b>	<b>3 644</b>	<b>2 772</b>	<b>3 251</b>	<b>3 546</b>

1. Incoming exchange students refer to those exchange students who come from non-local partner institutions and enroll 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 enroll in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.





**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded programmes in the 2011/12 Academic Year**

Institution	Programme	2011/12	
		Year 2	Year 3
CityU	Bachelor of Arts	149	149
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	31	31
	Bachelor of Science	62	62
	Bachelor of Social Sciences	156	156
	<b>Sub-total</b>	<b>684</b>	<b>684</b>
HKBU	Bachelor of Arts	59	59
	Bachelor of Business Administration	42	42
	Bachelor of Science	31	31
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	46
	<b>Sub-total</b>	<b>178</b>	<b>178</b>
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>
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	15	15
	Bachelor of Social Sciences	6	6
	<b>Sub-total</b>	<b>155</b>	<b>155</b>
PolyU	Bachelor of Arts	226	226
	Bachelor of Business Administration	48	48
	Bachelor of Business Administration/Bachelor of Science	85	85
	Bachelor of Engineering	93	93
	Bachelor of Science	242	242
	<b>Sub-total</b>	<b>694</b>	<b>694</b>
HKUST	Bachelor of Engineering	57	57
	<b>Sub-total</b>	<b>57</b>	<b>57</b>
HKU	Bachelor of Arts	27	27
	Bachelor of Science	48	48
	Bachelor of Social Sciences	20	20
	<b>Sub-total</b>	<b>95</b>	<b>95</b>
<b>Total</b>		<b>1 987</b>	<b>1 987</b>

Notes:

CityU City University of Hong Kong  
 LU Lingnan University  
 PolyU The Hong Kong Polytechnic  
 University  
 HKU The University of Hong Kong

HKBU Hong Kong Baptist University  
 CUHK The Chinese University of Hong Kong  
 HKUST The Hong Kong University of Science  
 and Technology

The Hong Kong Institute of Education does not have any senior year undergraduate places.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB366**

Question Serial No.

2189

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

Please provide a breakdown of the number of non-local students attending the University Grants Committee (UGC)-funded programmes in 2010/11 academic year by institution, country/place of origin of the student, and undergraduate/postgraduate programme?

Asked by:    Hon. TAM Yiu-chung

Reply:

The number of non-local students in University Grants Committee-funded programmes by institution, level of study and place of origin for the 2010/11 academic year is set out at **Annex**.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 15 March 2011 _____

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes  
by Institution, Level of Study and Place of Origin, 2010/11 (Provisional Figures)**

Institution	Level of Study	Place of Origin			Total
		The Mainland of China	Other Places in Asia	The Rest of the World	
City University of Hong Kong	Undergraduate	624	64	27	715
	Taught Postgraduate	2	-	2	4
	Research Postgraduate	498	20	13	531
	Sub-total	1 124	84	42	1 250
Hong Kong Baptist University	Undergraduate	437	7	1	445
	Taught Postgraduate	3	-	-	3
	Research Postgraduate	153	10	6	169
	Sub-total	593	17	7	617
Lingnan University	Undergraduate	191	15	6	212
	Research Postgraduate	24	2	1	27
	Sub-total	215	17	7	239
The Chinese University of Hong Kong	Undergraduate	884	64	41	989
	Taught Postgraduate	8	1	3	12
	Research Postgraduate	1 085	23	21	1 129
	Sub-total	1 977	88	65	2 130
The Hong Kong Institute of Education	Undergraduate	242	4	-	246
	Taught Postgraduate	8	-	-	8
	Research Postgraduate	6	-	-	6
	Sub-total	256	4	-	260
The Hong Kong Polytechnic University	Sub-degree	2	1	2	5
	Undergraduate	848	70	31	949
	Research Postgraduate	383	29	13	425
	Sub-total	1 233	100	46	1 379
The Hong Kong University of Science and Technology	Undergraduate	497	192	51	740
	Research Postgraduate	796	45	18	859
	Sub-total	1 293	237	69	1 599
The University of Hong Kong	Undergraduate	947	254	82	1 283
	Taught Postgraduate	22	11	5	38
	Research Postgraduate	1 128	87	77	1 292
	Sub-total	2 097	352	164	2 613
All institutions	Sub-degree	2	1	2	5
	Undergraduate	4 670	670	239	5 579
	Taught Postgraduate	43	12	10	65
	Research Postgraduate	4 073	216	149	4 438
	Total	8 788	899	400	10 087

## 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'.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB367**

Question Serial No.

2190

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

Please provide a breakdown, by institution, of student hostel projects and number of hostel places to be provided that are under construction and planning; and by hostel places for local and non-local students respectively, of the supply and shortfall of such places in each institution in the 2011/12 academic year and the next two academic years.

Asked by:    Hon. TAM Yiu-chung

Reply:

The following six student hostels are under construction by the University Grants Committee (UGC)-funded institutions –

<b>Project Code</b>	<b>Project Title</b>	<b>Institution</b>	<b>Number of hostel places under construction</b>
8053EF	1500-place student hostel	The Chinese University of Hong Kong	1 500
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	The University of Hong Kong	1 800
8023EJ	Student hostel, phase 4 (700 places)	City University of Hong Kong	700
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
8005EU	New Academic Block and Student Hostel	Lingnan University	600
<b>Total</b>			<b>6 951*</b>

\* Including about 380 privately-funded hostel places.

Institutions are also conducting detailed planning for four hostel projects, including two joint hostel projects in Tseung Kwan O and Ma On Shan and two other hostel projects in Ma Liu Shui and Sai Ying Pun. These four projects are expected to provide a total of some 3 200 publicly-funded hostel places.

In terms of supply, there are currently some 28 200 publicly-funded hostel places in the UGC-funded institutions. This includes six hostel projects under construction mentioned above, but does not yet include the four hostel projects under detailed planning.

In terms of demand, institutions will need additional hostel places due to the increase in approved student numbers at the undergraduate and post-graduate level. Furthermore, following the announcement of the policy to double the quota of non-local students from 10% to 20% of approved student number targets for UGC-funded taught programmes, institutions are recruiting progressively more non-local students.

The supply and projected shortfall of publicly-funded hostel places in the UGC-funded institutions in the 2010/11 academic year are as follows –

<b>Institutions</b>	<b>Number of publicly-funded hostel places available/under construction</b>	<b>Shortfall under 10% non-local student quota</b>	<b>Shortfall under 20% non-local student quota</b>
City University of Hong Kong	3 486	1 188	2 102
Hong Kong Baptist University	1 711	559	997
Lingnan University <sup>1</sup>	1 300	-	-
The Chinese University of Hong Kong	5 655	554	1 575
The Hong Kong Institute of Education <sup>1</sup>	2 000	-	-
The Hong Kong Polytechnic University	4 654	413	1 592
The Hong Kong University of Science and Technology	3 707	172	738
The University of Hong Kong	5 692	239	1 225
<b>Total</b>	<b>28 205</b>	<b>3 125</b>	<b>8 229</b>

The above figures have taken into account the needs of both local and non-local students. The actual enrolment of non-local students in the eight UGC-funded institutions in the 2010/11 academic year was 10.1% of the approved student number targets for the UGC-funded taught programmes. We have also included in the table the estimated hostel shortfall should institutions fully utilise the quota for non-local students which is 20% of the approved student number targets for the UGC-funded taught programmes.

As for the 2011/12 academic year, it is estimated that institutions' requirement for publicly-funded hostel places will increase by some 230 places due to the creation of new research postgraduate places. Moreover, our preliminary estimate is that institutions' requirement would increase in phases by over 4 000 additional places by the 2015/16 academic year due to an increase in approved student numbers at undergraduate level. Institutions would require around a further 2 000 places if they fully utilise the 20% quota for non-local students. The distribution of these places among institutions is not yet known.

The UGC will continue to work with institutions and the Administration to identify sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 16 March 2011

<sup>1</sup> Government's policy is to provide Lingnan University with publicly-funded 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. The Hong Kong Institute of Education is provided with hostel places for 50% of its full-time degree student population projected at the time of the establishment of the Institute. The increase of non-local student quota from 10% to 20% of the approved student number targets does not affect the provision of hostel places to these two institutions.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB368**

Question Serial No.

1896

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 Research postgraduate places is expected to increase by 270 in the 2011/12 academic year. Please provide the following information:

- (a) What are the reasons for the increase?
- (b) By using a table, set out the increased places by institution and academic department.

Asked by:    Hon. CHEUNG Kwok-che

Reply:

- (a) Among the 270 additional research postgraduate places for the 2011/12 academic year, 260 constitute the last phase of the increase of 800 research postgraduate places for the 2009/10 to 2011/12 triennium announced in the 2008-09 Budget and approved by the Legislative Council in January 2009. Furthermore, in 2009, the Government decided to allocate 30 research postgraduate places to the Hong Kong Institute of Education during the 2009/10 to 2011/12 triennium for it to develop its research capacity and research training environment. The balance of 10 additional places for the 2011/12 academic year represents the last phase of such increase.
- (b) Because the detailed allocation of research postgraduate places within institutions depends on several factors (such as the quality and number of applications for different disciplines), it is not possible to predict with accuracy into which disciplines the places will fall. These new research postgraduate places will only be filled later this year and so the distribution by institution and discipline is not yet available.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB369**

Question Serial No.

1897

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 undergraduate places is expected to increase by 211 in 2011/12. Please provide the following information:

- (a) What are the reasons for the increase?
- (b) By using a table, set out the additional places by institution and academic department.
- (c) Among these additional places, what is the number of local students admitted through the Joint University Programmes Admission System (JUPAS), as well as the numbers of local students, and internationalisation and non-local students not admitted through the said System.

Asked by:    Hon. CHEUNG Kwok-che

Reply:

(a) & (b) The “number of undergraduate places” refers to the summation of the numbers of approved places in *all* years of studies of all UGC-funded undergraduate programmes. The increase in the number of undergraduate places for the 2011/12 academic year, as compared with 2010/11, is largely due to:

- the continuation of **80** first-year-first degree (FYFD) places, additionally allocated to the Hong Kong Institute of Education (HKIEd) for the introduction of a Bachelor of Arts (Honours) in Language Studies programme and a Bachelor of Social Sciences (Honours) in Global and Environmental Studies programme with effect from the 2010/11 academic year, to Year 2;
- the allocation of **40** additional FYFD places to HKIEd for the introduction of a Bachelor of Arts (Honours) in Creative Arts and Culture programme with effect from the 2011/12 academic year; and
- the continuation of **60** additional senior year articulation places, allocated to the Chinese University of Hong Kong with effect from the 2010/11 academic year, to the final year of its undergraduate nursing programme.

The rest of the increase is due to minor fluctuations in the number of approved places for individual programmes between years in the triennium.

(c) As the student recruitment process of the institutions for the 2011/12 academic year is still underway, we do not yet have any figures on the number of local students admitted through JUPAS, and the local and non-local students admitted through non-JUPAS stream for these additional undergraduate places.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

14 March 2011





Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB371**

Question Serial No.

1952

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 amounts of the Language Enhancement Grants and the Teaching Development Grants have not been increased since 2009-10. What are the reasons?

Asked by:    Hon. CHEUNG Kwok-che

Reply:

The purpose of the Language Enhancement Grants (LEGs) is to support institutions to organize programmes to enhance the proficiency of students in both English and Chinese languages. The main purposes of the Teaching Development Grants (TDGs) are to encourage institutions to adopt innovative approaches to teaching, to improve the quality of the learning environment and to underline the University Grants Committee (UGC)'s recognition and strong support for teaching and learning.

Since the 2005/06 to 2007/08 triennium, these grants have been included in the block grants which are allocated to the UGC-funded institutions following a triennial funding cycle.

The Finance Committee approved the total recurrent grant for the UGC-funded institutions for the 2009/10 to 2011/12 triennium of \$33,992 million which included, *inter alia*, a total of around \$337 million (or \$112.4 million per annum) LEGs and around \$113 million (or \$37.6 million per annum) TDGs to be disbursed to institutions within the triennium. This represents an increase of about 11% over the funding level in the 2008/09 academic year (\$101.2 million per annum for LEGs and \$33.8 million per annum for TDGs).

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB372**

Question Serial No.

2550

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 amount of grants for Areas of Excellence research projects has been cut from \$95.9 million in 2009/10 to \$79.7 million in the 2011/12 estimate. Please provide the following information:

- (a) What are the reasons for continued cuts in the amount of grants?
- (b) Leaving aside the 2011/12 estimate, does the Administration have plans to increase the amount of grants in the next five school years, that is 2011/12 to 2015/16?

Asked by:    Hon. Cheung Kwok-che

Reply:

The Areas of Excellence Scheme was launched in 1998 to help institutions build on existing strengths and invest in state-of-the-art facilities so that they would be recognized internationally as of equal status to their peers in the same subject areas. Unlike the funding schemes implemented by the Research Grants Council, applications under the Areas of Excellence Scheme are not called for annually. So far, five rounds of exercises have been implemented and a total of 15 projects (including two completed projects) have been funded. The project duration of these projects ranges from five to eight years. The annual cashflow of each project is based on the endorsed timetable and budget submitted by the relevant project team. The information requested is provided below -

- (a) In the fifth round, five new projects were supported and funding for these projects started in 2009/10, resulting in total grants for the Scheme reaching a peak of \$95.9 million in 2009/10. Three projects and one project will be completed in 2010/11 and 2011/12 respectively, resulting in a decrease in the amount of grants. In addition, the reduction of grants is also due to annual variation in project cashflows.
- (b) The current plan is to start preparatory work in 2012/13 to launch another round of exercise. It is expected that there will be an increase in the amount of grants starting from 2013/14, but the exact amount will depend on the number of excellent quality proposals and the budgets concerned.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB373**

Question Serial No.

2551

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 earmarked research grant for the Research Grants Council in the 2010/11 academic year amounted to \$100 million. The estimate for this remains unchanged in the 2011/12 academic year. Please provide the following information:

- (a) What are the reasons for not increasing the amount of earmarked research grant?
- (b) How will the earmarked research grant be allocated in the 2011/12 academic year ? (Please indicate the amount allocated to each institution, academic department and research unit in a table)?
- (c) What will be the average amount of earmarked research grant allocated to each institution, academic department and research unit per project?
- (d) Leaving aside the 2011/12 estimate, does the Administration have plans to increase the amount of earmarked research grant in the next five academic years, that is 2011/12 to 2015/16?

Asked by:    Hon. CHEUNG Kwok-che

Reply:

(a) Starting from the 2009/10 academic year, the investment income from \$14 billion of the \$18 billion Research Endowment Fund has been used to provide earmarked research grants to the Research Grants Council (RGC) in place of the recurrent grant to the University Grants Committee (UGC). The 2010/11 academic year marks the first full year in which the bulk of funding for the earmarked research grants comes from the Research Endowment Fund. Although the recurrent subvention in the 2010/11 and 2011/12 academic years remains at \$100 million, the annual amount of earmarked research grants has been increased since the 2009/10 academic year as follows:

	<b>Funding coming from investment income of Research Endowment Fund (\$ million)</b>	<b>Funding coming from Recurrent subvention (\$ million)</b>	<b>Total (\$ million)</b>
2009/10	139	606	745
2010/11	675	100	775
2011/12	695	100	795

(b) & (c) RGC is responsible for allocating the earmarked research grants and does so on a competitive basis open to eligible academic staff of all UGC-funded institutions. The outcomes of all the research funding schemes in the 2011/12 academic year are not available yet. Hence, we do not have the information on the amount of earmarked research grants to be obtained by each institution through competitive bidding and the average funding amount per project in the 2011/12 academic year.

(d) We estimate that there will be an annual return in the order of 5% for the \$18 billion Research Endowment Fund, equivalent to about \$900 million per annum. Of this, up to \$200 million per annum will be for the Theme-based Research Scheme, also administered through RGC. UGC has also recently endorsed an additional allocation of up to \$20 million to RGC for the implementation of new initiatives to provide better support to academics under the Humanities and Social Sciences Panel of RGC from the

2012/13 academic year onwards. Together with the \$100 million recurrent subvention, the total disbursements are estimated to increase to about \$1,020 million when the Theme-based Research Scheme is in full swing. This represents a significant increase over the \$775 million disbursed in the 2010/11 academic year.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB375**

Question Serial No.

3091

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 grants for on-going funded Areas of Excellence projects monitored will decrease by \$10.1 million in 2011/12. Please advise (a) what projects are involved in the decrease and (b) what is the breakdown for the decrease ?

Asked by:    Hon. Cheung Kwok-che

Reply:

The Areas of Excellence Scheme was launched in 1998 to help institutions build on existing strengths and invest in state-of-the-art facilities so that they would be recognized internationally as of equal status to their peers in the same subject areas. Unlike the funding schemes implemented by the Research Grants Council, applications under the Areas of Excellence Scheme are not called for annually. So far, five rounds of exercises have been implemented and a total of 15 projects (including two completed projects) have been funded. The project duration of these projects ranges from five to eight years. The annual cashflow of each project is based on the endorsed timetable and budget submitted by the relevant project team.

The projects involved in the decrease of \$10.1 million in 2011/12 and the amount involved are tabulated below. The decrease is partly offset by an increase in funding for four other projects totaling \$2.12 million.

<b>Project</b>	<b>Decrease in funding between 2010/11 and 2011/12 (\$ million)</b>
Chinese Medicine Research & Further Development *	2.80
Development Genomics & Skeletal Research	7.06
Centre for Marine Environmental Research and Innovative Technology	2.35

Note: \* Project to be completed in 2010/11

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

15 March 2011



- (b) Student admission is within the institutions' autonomy. Each institution has its own student admission policies in assessing applications through the JUPAS and non-JUPAS routes. As we understand, institutions do not set any specific ratios for JUPAS and non-JUPAS students. Where necessary, institutions may admit eligible students by over-enrolment, subject to specific conditions. According to the institutions, they have a number of established criteria in assessing the applications (either through JUPAS or non-JUPAS streams), 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, recommendations from school principals, preference in the programme being applied for, etc. Non-local students are primarily admitted through over-enrolment beyond approved student number targets (under the "4%-in-16%-out" policy).

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 17 March 2011 _____



## JUPAS and Non-JUPAS First-year Student Intakes (Headcount) of UGC-funded Undergraduate Programmes by Institution, 2008/09 to 2010/11

Institution / Discipline	2008/09			2009/10			2010/11 (Provisional figures)				
	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non- JUPAS		Total	
								Local student			Non-local student
								with sub-degree	without sub-degree (Note 2)		
<b>City University of Hong Kong</b>											
Arts	161	86	247	191	91	282	185	29	30	38	282
	(65.2%)	(34.8%)	(100.0%)	(67.7%)	(32.3%)	(100.0%)	(65.6%)	(10.3%)	(10.6%)	(13.5%)	(100.0%)
Business Administration	544	249	793	506	272	778	539	46	124	95	804
	(68.6%)	(31.4%)	(100.0%)	(65.0%)	(35.0%)	(100.0%)	(67.0%)	(5.7%)	(15.4%)	(11.8%)	(100.0%)
Engineering	458	153	611	463	109	572	476	47	27	44	594
	(75.0%)	(25.0%)	(100.0%)	(80.9%)	(19.1%)	(100.0%)	(80.1%)	(7.9%)	(4.5%)	(7.4%)	(100.0%)
Laws	22	30	52	24	22	46	26	4	12	3	45
	(42.3%)	(57.7%)	(100.0%)	(52.2%)	(47.8%)	(100.0%)	(57.8%)	(8.9%)	(26.7%)	(6.7%)	(100.0%)
Science	273	120	393	271	107	378	276	19	40	44	379
	(69.5%)	(30.5%)	(100.0%)	(71.7%)	(28.3%)	(100.0%)	(72.8%)	(5.0%)	(10.6%)	(11.6%)	(100.0%)
Social Sciences	173	69	242	173	71	244	177	46	16	16	255
	(71.5%)	(28.5%)	(100.0%)	(70.9%)	(29.1%)	(100.0%)	(69.4%)	(18.0%)	(6.3%)	(6.3%)	(100.0%)
Sub-total	1 631	707	2 338	1 628	672	2 300	1 679	191	249	240	2 359
	(69.8%)	(30.2%)	(100.0%)	(70.8%)	(29.2%)	(100.0%)	(71.2%)	(8.1%)	(10.6%)	(10.2%)	(100.0%)
<b>Hong Kong Baptist University</b>											
Arts	273	66	339	281	76	357	301	21	20	17	359
	(80.5%)	(19.5%)	(100.0%)	(78.7%)	(21.3%)	(100.0%)	(83.8%)	(5.8%)	(5.6%)	(4.7%)	(100.0%)
Business Administration	270	40	310	243	54	297	244	8	16	31	299
	(87.1%)	(12.9%)	(100.0%)	(81.8%)	(18.2%)	(100.0%)	(81.6%)	(2.7%)	(5.4%)	(10.4%)	(100.0%)
Chinese Medicine	20	9	29	19	11	30	25	(-)	1	5	31
	(69.0%)	(31.0%)	(100.0%)	(63.3%)	(36.7%)	(100.0%)	(80.6%)	(-)	(3.2%)	(16.1%)	(100.0%)
Pharmacy in Chinese Medicine	14	1	15	14	2	16	9	(-)	1	4	14
	(93.3%)	(6.7%)	(100.0%)	(87.5%)	(12.5%)	(100.0%)	(64.3%)	(-)	(7.1%)	(28.6%)	(100.0%)
Science	209	70	279	185	83	268	183	22	17	46	268
	(74.9%)	(25.1%)	(100.0%)	(69.0%)	(31.0%)	(100.0%)	(68.3%)	(8.2%)	(6.3%)	(17.2%)	(100.0%)
Social Sciences	369	81	450	361	74	435	360	16	12	44	432
	(82.0%)	(18.0%)	(100.0%)	(83.0%)	(17.0%)	(100.0%)	(83.3%)	(3.7%)	(2.8%)	(10.2%)	(100.0%)
Sub-total	1 155	267	1 422	1 103	300	1 403	1 122	67	67	147	1 403
	(81.2%)	(18.8%)	(100.0%)	(78.6%)	(21.4%)	(100.0%)	(80.0%)	(4.8%)	(4.8%)	(10.5%)	(100.0%)

Institution / Discipline	2008/09			2009/10			2010/11 (Provisional figures)				
	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non- JUPAS		Total	
								Local student			Non-local student
								with sub-degree	without sub-degree (Note 2)		
<b>Lingnan University</b>											
Arts	279	34	313	238	47	285	232	13	14	9	268
	(89.1%)	(10.9%)	(100.0%)	(83.5%)	(16.5%)	(100.0%)	(86.6%)	(4.9%)	(5.2%)	(3.4%)	(100.0%)
Business Administration	187	45	232	184	48	232	167	2	11	25	205
	(80.6%)	(19.4%)	(100.0%)	(79.3%)	(20.7%)	(100.0%)	(81.5%)	(1.0%)	(5.4%)	(12.2%)	(100.0%)
Social Sciences	138	21	159	138	23	161	119	(-)	9	15	143
	(86.8%)	(13.2%)	(100.0%)	(85.7%)	(14.3%)	(100.0%)	(83.2%)	(-)	(6.3%)	(10.5%)	(100.0%)
Sub-total	604	100	704	560	118	678	518	15	34	49	616
	(85.8%)	(14.2%)	(100.0%)	(82.6%)	(17.4%)	(100.0%)	(84.1%)	(2.4%)	(5.5%)	(8.0%)	(100.0%)
<b>The Chinese University of Hong Kong</b>											
Arts	411	26	437	402	40	442	390	9	21	10	430
	(94.1%)	(5.9%)	(100.0%)	(91.0%)	(9.0%)	(100.0%)	(90.7%)	(2.1%)	(4.9%)	(2.3%)	(100.0%)
Business Administration	472	149	621	460	144	604	443	(-)	29	125	597
	(76.0%)	(24.0%)	(100.0%)	(76.2%)	(23.8%)	(100.0%)	(74.2%)	(-)	(4.9%)	(20.9%)	(100.0%)
Chinese Medicine	18	7	25	18	8	26	18	2	6	1	27
	(72.0%)	(28.0%)	(100.0%)	(69.2%)	(30.8%)	(100.0%)	(66.7%)	(7.4%)	(22.2%)	(3.7%)	(100.0%)
Education	20	(-)	20	34	8	42	45	4	(-)	(-)	49
	(100.0%)	(-)	(100.0%)	(81.0%)	(19.0%)	(100.0%)	(91.8%)	(8.2%)	(-)	(-)	(100.0%)
Engineering	293	95	388	249	106	355	297	33	25	54	409
	(75.5%)	(24.5%)	(100.0%)	(70.1%)	(29.9%)	(100.0%)	(72.6%)	(8.1%)	(6.1%)	(13.2%)	(100.0%)
Laws	48	14	62	50	19	69	45	(-)	17	2	64
	(77.4%)	(22.6%)	(100.0%)	(72.5%)	(27.5%)	(100.0%)	(70.3%)	(-)	(26.6%)	(3.1%)	(100.0%)
Medicine	85	39	124	111	50	161	111	(-)	49	2	162
	(68.5%)	(31.5%)	(100.0%)	(68.9%)	(31.1%)	(100.0%)	(68.5%)	(-)	(30.2%)	(1.2%)	(100.0%)
Nursing	183	4	187	192	5	197	186	(-)	8	(-)	194
	(97.9%)	(2.1%)	(100.0%)	(97.5%)	(2.5%)	(100.0%)	(95.9%)	(-)	(4.1%)	(-)	(100.0%)
Pharmacy	27	2	29	32	2	34	27	(-)	5	(-)	32
	(93.1%)	(6.9%)	(100.0%)	(94.1%)	(5.9%)	(100.0%)	(84.4%)	(-)	(15.6%)	(-)	(100.0%)
Science	533	145	678	528	203	731	519	33	73	83	708
	(78.6%)	(21.4%)	(100.0%)	(72.2%)	(27.8%)	(100.0%)	(73.3%)	(4.7%)	(10.3%)	(11.7%)	(100.0%)
Social Sciences	422	111	533	424	110	534	404	6	48	60	518
	(79.2%)	(20.8%)	(100.0%)	(79.4%)	(20.6%)	(100.0%)	(78.0%)	(1.2%)	(9.3%)	(11.6%)	(100.0%)

Institution / Discipline	2008/09			2009/10			2010/11 (Provisional figures)				
	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non- JUPAS		Total	
								Local student			Non-local student
								with sub-degree	without sub-degree (Note 2)		
Sub-total	2 512 (80.9%)	592 (19.1%)	3 104 (100.0%)	2 500 (78.2%)	695 (21.8%)	3 195 (100.0%)	2 485 (77.9%)	87 (2.7%)	281 (8.8%)	337 (10.6%)	3 190 (100.0%)
<b>The Hong Kong Institute of Education</b>											
Arts*	(-)	(-)	(-)	(-)	(-)	(-)	9	23	13	2	47
	(-)	(-)	(-)	(-)	(-)	(-)	(19.1%)	(48.9%)	(27.7%)	(4.3%)	(100.0%)
Education	407 (71.3%)	164 (28.7%)	571 (100.0%)	416 (67.6%)	199 (32.4%)	615 (100.0%)	441 (67.5%)	95 (14.5%)	71 (10.9%)	46 (7.0%)	653 (100.0%)
Social Sciences*	(-)	(-)	(-)	(-)	(-)	(-)	39	2	3	8	52
	(-)	(-)	(-)	(-)	(-)	(-)	(75.0%)	(3.8%)	(5.8%)	(15.4%)	(100.0%)
Sub-total	407 (71.3%)	164 (28.7%)	571 (100.0%)	416 (67.6%)	199 (32.4%)	615 (100.0%)	489 (65.0%)	120 (16.0%)	87 (11.6%)	56 (7.4%)	752 (100.0%)
* New non-education programmes launched in 2010/11.											
<b>The Hong Kong Polytechnic University</b>											
Arts	291 (65.5%)	153 (34.5%)	444 (100.0%)	288 (67.9%)	136 (32.1%)	424 (100.0%)	267 (65.4%)	81 (19.9%)	31 (7.6%)	29 (7.1%)	408 (100.0%)
Business Administration	314 (61.2%)	199 (38.8%)	513 (100.0%)	266 (62.9%)	157 (37.1%)	423 (100.0%)	267 (65.0%)	42 (10.2%)	18 (4.4%)	84 (20.4%)	411 (100.0%)
Business Administration / Engineering	30 (54.5%)	25 (45.5%)	55 (100.0%)	29 (58.0%)	21 (42.0%)	50 (100.0%)	21 (39.6%)	14 (26.4%)	12 (22.6%)	6 (11.3%)	53 (100.0%)
Business Administration / Science	93 (61.2%)	59 (38.8%)	152 (100.0%)	103 (64.4%)	57 (35.6%)	160 (100.0%)	107 (64.8%)	27 (16.4%)	4 (2.4%)	27 (16.4%)	165 (100.0%)
Engineering	226 (53.3%)	198 (46.7%)	424 (100.0%)	231 (57.3%)	172 (42.7%)	403 (100.0%)	266 (62.6%)	83 (19.5%)	24 (5.6%)	52 (12.2%)	425 (100.0%)
Science	833 (78.7%)	225 (21.3%)	1 058 (100.0%)	957 (83.8%)	185 (16.2%)	1 142 (100.0%)	931 (81.9%)	44 (3.9%)	61 (5.4%)	101 (8.9%)	1 137 (100.0%)
Sub-total	1 787 (67.5%)	859 (32.5%)	2 646 (100.0%)	1 874 (72.0%)	728 (28.0%)	2 602 (100.0%)	1 859 (71.5%)	291 (11.2%)	150 (5.8%)	299 (11.5%)	2 599 (100.0%)
<b>The Hong Kong University of Science and Technology</b>											
Business Administration	503 (75.9%)	160 (24.1%)	663 (100.0%)	499 (74.7%)	169 (25.3%)	668 (100.0%)	478 (73.8%)	1 (0.2%)	91 (14.0%)	78 (12.0%)	648 (100.0%)
Business Administration / Engineering	21 (67.7%)	10 (32.3%)	31 (100.0%)	21 (77.8%)	6 (22.2%)	27 (100.0%)	24 (82.8%)	(-)	1 (3.4%)	4 (13.8%)	29 (100.0%)
Engineering	534	221	755	512	233	745	479	122	20	123	744

Institution / Discipline	2008/09			2009/10			2010/11 (Provisional figures)				
	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non- JUPAS		Total	
								Local student			Non-local student
								with sub-degree	without sub-degree (Note 2)		
	(70.7%)	(29.3%)	(100.0%)	(68.7%)	(31.3%)	(100.0%)	(64.4%)	(16.4%)	(2.7%)	(16.5%)	(100.0%)
Science	454	105	559	455	74	529	507	11	28	67	613
	(81.2%)	(18.8%)	(100.0%)	(86.0%)	(14.0%)	(100.0%)	(82.7%)	(1.8%)	(4.6%)	(10.9%)	(100.0%)
Sub-total	1 512	496	2 008	1 487	482	1 969	1 488	134	140	272	2 034
	(75.3%)	(24.7%)	(100.0%)	(75.5%)	(24.5%)	(100.0%)	(73.2%)	(6.6%)	(6.9%)	(13.4%)	(100.0%)
<b>The University of Hong Kong</b>											
Arts	289	158	447	310	143	453	309	26	84	39	458
	(64.7%)	(35.3%)	(100.0%)	(68.4%)	(31.6%)	(100.0%)	(67.5%)	(5.7%)	(18.3%)	(8.5%)	(100.0%)
Arts / Education	33	32	65	21	8	29	21	(-)	2	2	25
	(50.8%)	(49.2%)	(100.0%)	(72.4%)	(27.6%)	(100.0%)	(84.0%)	(-)	(8.0%)	(8.0%)	(100.0%)
Business Administration	388	215	603	332	282	614	337	1	108	219	665
	(64.3%)	(35.7%)	(100.0%)	(54.1%)	(45.9%)	(100.0%)	(50.7%)	(0.2%)	(16.2%)	(32.9%)	(100.0%)
Chinese Medicine	8	15	23	8	9	17	17	2	3	1	23
	(34.8%)	(65.2%)	(100.0%)	(47.1%)	(52.9%)	(100.0%)	(73.9%)	(8.7%)	(13.0%)	(4.3%)	(100.0%)
Dentistry	33	18	51	33	21	54	33	(-)	14	7	54
	(64.7%)	(35.3%)	(100.0%)	(61.1%)	(38.9%)	(100.0%)	(61.1%)	(-)	(25.9%)	(13.0%)	(100.0%)
Education	20	19	39	45	40	85	44	6	35	1	86
	(51.3%)	(48.7%)	(100.0%)	(52.9%)	(47.1%)	(100.0%)	(51.2%)	(7.0%)	(40.7%)	(1.2%)	(100.0%)
Engineering	325	156	481	289	176	465	282	44	47	68	441
	(67.6%)	(32.4%)	(100.0%)	(62.2%)	(37.8%)	(100.0%)	(63.9%)	(10.0%)	(10.7%)	(15.4%)	(100.0%)
Journalism	12	17	29	8	19	27	12	(-)	6	12	30
	(41.4%)	(58.6%)	(100.0%)	(29.6%)	(70.4%)	(100.0%)	(40.0%)	(-)	(20.0%)	(40.0%)	(100.0%)
Laws	68	40	108	69	29	98	64	(-)	26	10	100
	(63.0%)	(37.0%)	(100.0%)	(70.4%)	(29.6%)	(100.0%)	(64.0%)	(-)	(26.0%)	(10.0%)	(100.0%)
Medicine	91	40	131	117	45	162	117	(-)	41	4	162
	(69.5%)	(30.5%)	(100.0%)	(72.2%)	(27.8%)	(100.0%)	(72.2%)	(-)	(25.3%)	(2.5%)	(100.0%)
Nursing	111	67	178	114	76	190	125	24	40	(-)	189
	(62.4%)	(37.6%)	(100.0%)	(60.0%)	(40.0%)	(100.0%)	(66.1%)	(12.7%)	(21.2%)	(-)	(100.0%)
Pharmacy	(-)	(-)	(-)	22	3	25	19	(-)	6	(-)	25
	(-)	(-)	(-)	(88.0%)	(12.0%)	(100.0%)	(76.0%)	(-)	(24.0%)	(-)	(100.0%)
Science	494	112	606	465	110	575	458	3	49	70	580
	(81.5%)	(18.5%)	(100.0%)	(80.9%)	(19.1%)	(100.0%)	(79.0%)	(0.5%)	(8.4%)	(12.1%)	(100.0%)

Institution / Discipline	2008/09			2009/10			2010/11 (Provisional figures)				
	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non-JUPAS (Note 1)	Total	JUPAS	Non- JUPAS		Total	
								Local student			Non-local student
								with sub-degree	without sub-degree (Note 2)		
Social Sciences	181	60	241	196	70	266	182	10	45	26	263
	(75.1%)	(24.9%)	(100.0%)	(73.7%)	(26.3%)	(100.0%)	(69.2%)	(3.8%)	(17.1%)	(9.9%)	(100.0%)
Sub-total	2 053	949	3 002	2 029	1 031	3 060	2 020	116	506	459	3 101
	(68.4%)	(31.6%)	(100.0%)	(66.3%)	(33.7%)	(100.0%)	(65.1%)	(3.7%)	(16.3%)	(14.8%)	(100.0%)
<b>All institutions</b>	11 661	4 134	15 795	11 597	4 225	15 822	11 660	1 021	1 514	1 859	16 054
	(73.8%)	(26.2%)	(100.0%)	(73.3%)	(26.7%)	(100.0%)	(72.6%)	(6.4%)	(9.4%)	(11.6%)	(100.0%)

- Note:**
1. Further breakdown of students admitted through non-JUPAS route by local and non-local nature are not available for 2008/09 and 2009/10 academic years, as we started to collect statistics of local and non-local students under non-JUPAS stream only recently.
  2. Including sub-degree students who have not completed their course of study.
  3. Figures in brackets denote percentage share to total intakes for each discipline.
  4. In the above table, figures may not add up to the corresponding totals owing to rounding.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB377**

Question Serial No.

2591

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

Please provide the following information in relation to university hostel places:

- (a) A breakdown, by hostel places for local and non-local students respectively, of the supply and the number of student application for such places in each of the University Grants Committee-funded institutions in the 2010/11 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 earmarked?

Asked by:    Hon. HO Sau-lan, Cyd

Reply:

The allocation of student hostel places to individual students is a matter within institutional autonomy. The University Grants Committee (UGC)-funded institutions allocate publicly-funded and privately-funded hostel places to their local and non-local students enrolled in UGC-funded and non-UGC-funded programmes as well as exchange students according to their own sets of criteria and procedures. According to the information provided by institutions, the number of hostel places available for allocation and the number of applications received from local and non-local students in the 2010/11 academic year are as follows:

<b>Institutions</b>	<b>2010/11</b>		
	<b>Number of hostel places available for allocation<sup>1</sup></b>	<b>Number of applications from local students<sup>2</sup></b>	<b>Number of applications from non-local students<sup>3</sup></b>
City University of Hong Kong	2 941	2 855	2 443
Hong Kong Baptist University	1 852	1 361	1 030
Lingnan University	1 500	1 440	207
The Chinese University of Hong Kong	5 727	5 531	2 184
The Hong Kong Institute of Education	1 870	1 677	391
The Hong Kong Polytechnic University	3 004	2 426	1 420
The Hong Kong University of Science and Technology	4 310	3 542	2 068
The University of Hong Kong	4 384	5 128	3 177
<b>Total</b>	<b>25 588</b>	<b>23 960</b>	<b>12 920</b>

<sup>1</sup> Including publicly-funded and privately-funded hostel places available for allocation.

<sup>2</sup> Including applications from local students enrolled in UGC-funded and non-UGC funded programmes.

<sup>3</sup> Including applications from non-local students enrolled in UGC-funded and non-UGC funded programmes.

Currently, there are six hostel projects under construction by institutions to provide additional publicly-funded hostel places as follows:

<b>Project Code</b>	<b>Project Title</b>	<b>Institution</b>	<b>Number of hostel places under construction</b>
8053EF	1500-place student hostel	The Chinese University of Hong Kong	1 500
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	The University of Hong Kong	1 800
8023EJ	Student hostel, phase 4 (700 places)	City University of Hong Kong	700
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
8005EU	New Academic Block and Student Hostel	Lingnan University	600
<b>Total</b>			<b>6 951*</b>

\* Including about 380 privately-funded places.

Institutions are also conducting detailed planning for four hostel projects, including two joint hostel projects in Tsung Kwan O and Ma On Shan and two other hostel projects in Ma Liu Shui and Sai Ying Pun. These four projects are expected to provide a total of some 3 200 publicly-funded hostel places.

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) and expected to provide some 500 publicly-funded places, while the joint student hostel at Whitehead Ma On Shan is led by City University of Hong Kong (in collaboration with The Hong Kong University of Science and Technology) and expected to provide some 2 100 publicly-funded places. The respective institutions are coordinating detailed planning for these projects and the cost estimates of the projects have yet to be finalised.

The UGC will continue to work with institutions and the Administration to identify sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 16 March 2011





Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded programmes in the 2010/11 and 2011/12 Academic Years

Institution	Discipline	2010/11		2011/12	
		Year 2	Year 3	Year 2	Year 3
CityU	Arts	149	149	149	149
	Business Administration	286	286	286	286
	Engineering	31	31	31	31
	Science	62	62	62	62
	Social Sciences	156	156	156	156
	<b>Sub-total</b>	<b>684</b>	<b>684</b>	<b>684</b>	<b>684</b>
HKBU	Arts	59	59	59	59
	Business Administration	42	42	42	42
	Science	31	31	31	31
	Social Sciences (including Social Work)	46	46	46	46
	<b>Sub-total</b>	<b>178</b>	<b>178</b>	<b>178</b>	<b>178</b>
LU	Arts	52	52	52	52
	Business Administration	44	44	44	44
	Social Sciences	28	28	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>	<b>124</b>	<b>124</b>
CUHK	Arts	34	34	34	34
	Business Administration	10	10	10	10
	Engineering	30	30	30	30
	Nursing	60	0	60	60
	Science	15	15	15	15
	Social Sciences	6	6	6	6
	<b>Sub-total</b>	<b>155</b>	<b>95</b>	<b>155</b>	<b>155</b>
PolyU	Arts	226	226	226	226
	Business Administration (including a Bachelor of Business Administration/ Bachelor of Science programme)	133	133	133	133
	Engineering	93	93	93	93
	Science	242	242	242	242
	<b>Sub-total</b>	<b>694</b>	<b>694</b>	<b>694</b>	<b>694</b>
HKUST	Engineering	57	57	57	57
	<b>Sub-total</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>
HKU	Arts	27	27	27	27
	Science	48	48	48	48
	Social Sciences	20	20	20	20
	<b>Sub-total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>
<b>Total</b>		<b>1 987</b>	<b>1 927</b>	<b>1 987</b>	<b>1 987</b>

Notes:

CityU City University of Hong Kong  
 LU Lingnan University  
 PolyU The Hong Kong Polytechnic University  
 HKU The University of Hong Kong

HKBU Hong Kong Baptist University  
 CUHK The Chinese University of Hong Kong  
 HKUST The Hong Kong University of Science and Technology

The Hong Kong Institute of Education does not have any senior year undergraduate places.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB379**

Question Serial No.

2663

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 University Grants Committee (UGC) submitted a report entitled "Aspirations for the Higher Education System in Hong Kong" to the Government in December 2010. A number of recommendations and reforms were mentioned therein. What will the UGC do to implement such recommendations? What will be implemented in the 2011/12 academic year? What will be the financial and manpower implications?

Asked by:    Hon. HO Sau-lan, Cyd

Reply:

The University Grants Committee (UGC) submitted the report "Aspirations for the Higher Education System in Hong Kong" to the Government in December 2010. The report has been prepared following extensive consultation and aims to offer, for the Government's consideration, recommendations on appropriate strategies for the future development of post-secondary education in Hong Kong.

The Education Bureau is studying and examining the recommendations in the report, and is consulting stakeholders in the post-secondary education sector before coming to a view on implementation. The implementation details, timetable and financial implications will be worked out after the Government has made its decision on implementation.

In the meantime, the UGC is working on initiatives within the Committee's remit which are along the direction of some recommendations in the Report.

For example, on internationalization, the UGC has decided to extend the Matching Grant Scheme for Internationalization, an initiative implemented some six years ago, by providing \$50 million on a \$1-to-\$1 matching basis. The matching grants will be allocated to institutions according to their undergraduate student numbers. Institutions can use the matching grants for up to three years to enhance exchange opportunity for local students. The implementation of the extended Scheme will be absorbed by the existing manpower in the UGC Secretariat.

Furthermore, to emphasise the need to enhance teaching, the UGC has launched the first 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 2011. There will be a maximum of three awardees, and each awardee will be granted \$500,000, including a cash award of \$25,000 and \$475,000 for undertaking learning and teaching related initiatives that will benefit the entire UGC sector. The financial implications of the 2011 UGC Teaching Award is estimated to be \$1.6 million, including \$1.5 million to be given out to the three awardees and \$0.1 million to cover meeting and other administrative expenses involved in the selection process.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB380**

Question Serial No.

2101

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 allocated provision to funded institutions for the “3+3+4”-related capital works on campus. Please provide a breakdown by projects carried out, amount of provision and progress of works for each of the institutions.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The Legislative Council has approved funding for the University Grants Committee (UGC)-funded institutions to carry out 12 capital works projects necessary for the implementation of the new academic structure for senior secondary education and higher education. The approved project estimates and progress of these projects are as follows:

<b>Project Code</b>	<b>Project Title</b>	<b>Institution<sup>1</sup></b>	<b>Approved Project Estimate (\$ million)</b>	<b>Latest Estimated Project Completion Date</b>	<b>Progress of Works</b>
8024EJ	Academic and administration building	CityU	888.5	Jun-12/ Sep-12 <sup>2</sup>	Superstructure works in progress
8020EH	Baptist University Road campus development <sup>3</sup>	HKBU	945.1	Aug-12	Superstructure works in progress
8005EU <sup>4</sup>	New academic block	LU	216.0	Dec-11	Superstructure works in progress
	New student hostel				
8049EF	Student amenity centre	CUHK	206.5	Jul-12	Superstructure works will commence soon
8050EF	Extension to the existing University Library at Central Campus	CUHK	251.7	Dec-11	Superstructure works in progress
8051EF	An integrated teaching building	CUHK	176.0	May-12	Superstructure works will commence soon
8052EF	Centralized general research laboratory complex (block 1) in Area 39	CUHK	455.8	Jan-12	Superstructure works in progress
8026EK	Phase 8 development	PolyU	1,337.4	Aug-12	Superstructure works in progress
8010EL	New academic building	HKUST	668.5	Apr-12	Superstructure works in progress
8011EL	Extension to the existing Academic Building <sup>5</sup>	HKUST	116.1	Jun-11	Superstructure works in progress
8054EG	Centennial Campus, phase 1	HKU	1,099.8	Mar-12	Superstructure works in progress
<b>Total</b>			<b>6,361.4</b>		

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 Teaching facilities will be completed in June 2012.
- 3 The project consists of phase 1 to provide additional space of some 8 268 m<sup>2</sup> in net operational floor area to support the implementation of the new academic structure and phase 2 to provide some 11 447 m<sup>2</sup> 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.
- 4 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.
- 5 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.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 16 March 2011 _____

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB381**

Question Serial No.

2102

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the estimated changes in manpower for each of the universities in the coming two years subsequent to the implementation of the four-year normative undergraduate structure?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The New Academic Structure for Senior Secondary and Higher Education will be implemented in the higher education sector starting from the 2012/13 academic year. The University Grants Committee (UGC)-funded institutions are progressing well in preparing for the change to a four-year normative undergraduate programme. To ensure smooth migration to a four-year curriculum and development of the necessary administrative systems, the Government has, with the approval of the Finance Committee of the Legislative Council in 2005-06, set aside \$550 million for the eight UGC-funded institutions. This is being used for early engagement of additional academic, professional and supporting staff to prepare for various changes and ensure smooth migration to the four-year undergraduate programme, as well as for development of the administrative systems, etc.

As advised by the UGC-funded institutions, the increase in the number of academic and administrative/support staff for the preparation and implementation of the four-year undergraduate curriculum by 2012 is set out as follows –

<b>Institutions</b>	<b>Increase in the number of staff (administrative / academic) by 2012</b>		
	<b>(1) Academic Staff</b>	<b>(2) Administrative / Support Staff</b>	<b>Total (1)+(2)</b>
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	12 – 26	28	40 – 54
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. The actual total increase of academic and administrative / support staff will be subject to detailed budgeting considerations nearer the time.
  
- (b) The scale of recruitment varies across institutions because of the differences in the size of and programmes offered by the institutions.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB382**

Question Serial No.

2103

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 give a list of the “3+3+4”-related capital works projects with cost overruns, the amounts involved and the ways to top up the shortfalls?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

There are 12 capital works projects necessary for the implementation of the new academic structure for senior secondary education and higher education in the University Grant Committee-funded sector. They are all under construction with estimated total expenditure within their respective project estimates approved by the Legislative Council as follows:

Project Code	Project Title	Institution <sup>1</sup>	Approved Project Estimate (\$ million)
8024EJ	Academic and administration building	CityU	888.5
8020EH	Baptist University Road campus development <sup>2</sup>	HKBU	945.1
8005EU <sup>3</sup>	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 <sup>4</sup>	HKUST	116.1
8054EG	Centennial Campus, phase 1	HKU	1,099.8
<b>Total</b>			<b>6,361.4</b>

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 m<sup>2</sup> in net operational floor area to support the implementation of the new academic structure and phase 2 to provide some 11 447 m<sup>2</sup> 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.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 16 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB383**

Question Serial No.

2104

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 institutions' expenditures on staff salaries and benefits in the 2009/10 to 2010/12 academic years, how much are funded by Government subvention?

Asked by:    Hon. CHEUNG Man-kwong

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 without precise requirements attached as to how it should be spent. According to information provided by the institutions, government subventions account for 74% of total income of the UGC-funded activities for all the eight institutions in the 2009/10 academic year, while the rest of their income comes from tuition fees and other miscellaneous sources. The institutions are not required to report to UGC on the funding source of individual expenditure items including staff salaries and benefits, and thus it is not possible for us to say how much of them is funded by Government subvention.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB384**

Question Serial No.

2105

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 senior year undergraduate places for articulation for the 2010/11 academic year, please advise us on the distribution of the places by institution and academic discipline.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

A breakdown, by discipline, of the number of senior year undergraduate places for articulation allocated to each of the University Grants Committee (UGC)-funded institutions for the 2010/11 academic year is at Annex.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 14 March 2011 _____

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded programmes in the 2010/11 Academic Year**

Institution	Discipline	2010/11	
		Year 2	Year 3
CityU	Arts	149	149
	Business Administration	286	286
	Engineering	31	31
	Science	62	62
	Social Sciences	156	156
	<b>Sub-total</b>	<b>684</b>	<b>684</b>
HKBU	Arts	59	59
	Business Administration	42	42
	Science	31	31
	Social Sciences (including Social Work)	46	46
	<b>Sub-total</b>	<b>178</b>	<b>178</b>
LU	Arts	52	52
	Business Administration	44	44
	Social Sciences	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>
CUHK	Arts	34	34
	Business Administration	10	10
	Engineering	30	30
	Nursing	60	0
	Science	15	15
	Social Sciences	6	6
	<b>Sub-total</b>	<b>155</b>	<b>95</b>
PolyU	Arts	226	226
	Business Administration (including a Bachelor of Business Administration/Bachelor of Science programme)	133	133
	Engineering	93	93
	Science	242	242
	<b>Sub-total</b>	<b>694</b>	<b>694</b>
HKUST	Engineering	57	57
	<b>Sub-total</b>	<b>57</b>	<b>57</b>
HKU	Arts	27	27
	Science	48	48
	Social Sciences	20	20
	<b>Sub-total</b>	<b>95</b>	<b>95</b>
<b>Total</b>		<b>1 987</b>	<b>1 927</b>

Notes:

CityU City University of Hong Kong

LU Lingnan University

PolyU The Hong Kong Polytechnic  
University

HKU The University of Hong Kong

HKBU

CUHK

HKUST

Hong Kong Baptist University

The Chinese University of Hong Kong

The Hong Kong University of Science  
and Technology

The Hong Kong Institute of Education does not have any senior year undergraduate places.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB385**

Question Serial No.

2106

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 proposed addition of 4 000 senior year places during 2012/13 to 2014/15, what are the expected number of places provided and their distribution by programme in each of these years?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The 4 000 additional UGC-funded senior year undergraduate places, as announced in the Chief Executive's 2010-11 Policy Address, will be phased in starting from 2012/13 academic year onwards. Their allocation will be carried out in the context of the Academic Development Proposals exercise for the 2012/13 to 2014/15 triennium, which is still underway. The allocation of senior year places among institutions will be made known to the Legislative Council, when the Administration submits to the Finance Committee the recommendations on the recurrent funding for the UGC-funded institutions for the triennium.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB387**

Question Serial No.

2108

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the student unit costs for undergraduate and sub-degree places?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

Based on information provided by the University Grants Committee (UGC)-funded institutions, the average student unit costs for publicly-funded undergraduate and sub-degree places for the 2009/10 academic year are \$225,000 and \$155,000 respectively.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 11 March 2011 _____



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB389**

Question Serial No.

2110

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 year of the research funding provided by the Government for each institution and the research funding secured by each institution through competition between the 2009/10 and 2011/12 academic years.

Asked by:    Hon Cheung Man-kwong

Reply:

According to information provided by the University Grants Committee (UGC)-funded institutions, the amount of funding received from the Government in the 2009/10 academic year which was utilized for research purposes is listed below. Information in respect of the 2010/11 and 2011/12 academic years is not yet available.

<b>Institution</b>	<b>Funding received from the Government in 2009/10 which was utilized for research purposes (\$ million)</b>
City University of Hong Kong	604.8
Hong Kong Baptist University	301.6
Lingnan University	83.3
The Chinese University of Hong Kong	1,280.7
Hong Kong Institute of Education	160.3
The Hong Kong Polytechnic University	777.5
The Hong Kong University of Science and Technology	732.1
The University of Hong Kong	1,658.7



Research funding secured by each institution through competition administered by the University Grants Committee/Research Grants Council for the 2009/10 and 2010/11 academic years is listed below. Information for 2011/12 is not yet available.

<b>Institution</b>	<b>Research funding secured through competition (\$ million)</b>	
	<b>2009/10</b>	<b>2010/11</b>
City University of Hong Kong	96.0	103.9
Hong Kong Baptist University	33.6	53.2
Lingnan University	4.7	6.4
The Chinese University of Hong Kong	308.4	241.9
Hong Kong Institute of Education	10.3	8.4
The Hong Kong Polytechnic University	118.1	121.6
The Hong Kong University of Science and Technology	172.3	166.7
The University of Hong Kong	551.2	272.6

(Note: Funding awarded to an institution in an academic year is meant to be spent in the coming several years (e.g. over the duration of a project). This explains why the amounts may fluctuate.)

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB390**

Question Serial No.

2111

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 research funding allocated to universities by the Government in terms of a percentage of the Gross Domestic Product (GDP) and make a comparison with our major competitors for the 2009/10 to 2011/12 academic years.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

In the 2009/10 academic year, the total research expenditure of University Grants Committee-funded institutions accounted for 0.42% of Hong Kong's Gross Domestic Product (GDP). 82% of the total research expenditure of University Grants Committee-funded institutions was funded by the Government, accounting for about 0.35% of Hong Kong's GDP. As the research expenditure and the GDP statistics are only available on the completion of an academic year, we do not have the figures for the 2010/11 and 2011/12 academic years. While other countries and regions do publish the ratio of the Research and Development (R&D) expenditure in the higher education sector to their GDP, the scope of the R&D expenditure and of the higher education sector may be different from the basis in our calculation, thus making any meaningful comparisons difficult and fraught with uncertainties. That said, we provide below some figures in respect of 2009 (or the latest available year) in respect of several other jurisdictions:

Economies <sup>(a)</sup>	Ratio of R&D expenditure to GDP (%)	R&D expenditure by sector <sup>(g)</sup>			
		Public (%)			Private (%)
		Higher Education Sector	Other Sectors	Total	
Australia	2.21	24.2	12.3	36.5	63.5 <sup>(b)</sup>
Canada	1.95 <sup>(c)</sup>	34.9	10.4	45.3	54.7 <sup>(b)</sup>
Mainland China	1.47	8.5	18.3 <sup>(d)</sup>	26.8	73.3
Hong Kong	0.79	53.3 *	4.1	57.4	42.7
Japan	3.62	20.6	9.9	30.5	69.5
South Korea	3.37 <sup>(e)</sup>	11.1 <sup>(e)</sup>	12.1 <sup>(e)</sup>	23.2 <sup>(e)</sup>	76.8 <sup>(b)(e)</sup>
Singapore	2.77	20.5 <sup>(f)</sup>	7.6	28.1	71.8
Taiwan	2.77	12.2	16.8	29.0	71.0 <sup>(b)</sup>
United Kingdom	1.79	26.5	9.1	35.6	64.4 <sup>(b)</sup>
United States of America	2.79 <sup>(c)</sup>	12.9	10.5	23.4	76.6 <sup>(b)</sup>

\* The funding from the UGC amounted to 43.7 %.

- 
- (a) Australia: Australian Bureau of Statistics, 2008  
Canada: Statistics Canada, 2009  
Mainland China: National Bureau of Statistics of China, 2008  
Hong Kong: Census and Statistics Department, Hong Kong Special Administrative Region, 2009  
University Grants Committee, Hong Kong Special Administrative Region, 2009  
Japan: General Affairs Division, Statistics Bureau of Japan, 2009  
South Korea: Main Science and Technology Indicators, Volume 2008/1, OECD, 2008  
Singapore: Agency for Science, Technology and Research, Singapore, 2008  
Taiwan: National Science Council, Taiwan, 2008  
UK: National Statistics, UK, 2008  
Department of Business, Enterprise and Regulatory Reform, 2008  
USA: National Science Foundation, USA., 2008
- (b) Includes private non-profit sector  
(c) Provisional/preliminary data  
(d) The research institutes and related organisations in Mainland China are largely government owned and their R&D expenditure is regarded as government expenditure on R&D.  
(e) Excluding R&D expenditure in social sciences and humanities  
(f) Including public research institutes  
(g) The total percentages of R&D in public and private sectors combined may not be 100% due to rounding.

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB391**

Question Serial No.

2112

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the numbers of subsidized places for postgraduate research master and doctorate degree programmes in each of the 2009/10 to 2012/13 academic years and their percentage change? What are the numbers and proportion of non-local students by place of origin?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The number of University Grants Committee (UGC)-funded places for postgraduate research master and doctorate degree programmes from 2009/10 to 2011/12 academic years and the percentage change versus the preceding year are at **Annex A**. The number and percentage of non-local students by place of origin are at **Annex B**. The actual number of students in Annex B is higher than the approved number in Annex A due to permitted over-enrolment. The allocation of the research postgraduate places for the 2012/13 academic year will be determined in the context of the Academic Development Proposals exercise, which is still underway. Therefore, the number of places for postgraduate research master and doctorate degree programmes for the 2012/13 academic year is not yet available.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	15 March 2011

**Approved Student Number of UGC-funded Research Postgraduate Programmes  
2009/10 to 2011/12**

Academic year	Doctor of philosophy <sup>1</sup> (PhD)	Master of philosophy <sup>1</sup> (MPhil)	Others		Total	(full-time equivalent) Increase over preceding year	
			Additional research postgraduate places <sup>2</sup> (RPg)	New RPg places for HKIED <sup>3</sup>		Number	%
2010/11	2 967	1 798	540	20	5 325	181	3.5%
2011/12	2 961	1 804	800	30	5 595	270	5.1%

Notes:

1. The split between PhD and Mphil is provided by the UGC-funded institutions.
2. This refers to the progressive provision of 800 additional RPg places in three years starting from the 2009/10 academic year as announced in the 2008-09 Budget Speech and approved by the Finance Committee of the Legislative Council in January 2009. The split between PhD or Mphil places is not yet available.
3. An additional 10, 20 and 30 research postgraduate places are being allocated to Hong Kong Institute of Education (HKIED) in the 2009/10, 2010/11, and 2011/12 academic years respectively, following UGC's approval in January 2010 to HKIED's proposal to introduce research postgraduate places as part of their development into a multidisciplinary institution.

**Non-local Students of UGC-funded Research Postgraduate Programmes by Place of Origin  
2009/10 to 2010/11**

(headcount)

Academic year	Level of study	Total student enrolment	Non-local students				
			Place of Origin			Total	
			The Mainland of China	Other places in Asia	The rest of the world	Number	As % of respective total student enrolment
2009/10	Doctor of philosophy	4 325	2 952	114	82	3 148	72.8%
	Master of philosophy	1 997	879	32	24	935	46.8%
	Total	6 322	3 830	146	107	4 083	64.6%
2010/11 <sup>#</sup>	Doctor of philosophy	4 762	3 299	177	120	3 596	75.5%
	Master of philosophy	1 763	773	39	30	842	47.8%
	Total	6 525	4 073	216	149	4 438	68.0%

Notes:

1. The total student enrolment does not tally with approved student number in Annex A because of over-enrolment. The figures above include both the approved student number and the permitted over-enrolment quota.
2. # Provisional figures.
3. The place of origin for non-local students refers to their nationality.
4. Figures may not add up to the corresponding totals owing to rounding.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB392**

Question Serial No.

2113

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

Please provide a breakdown, by terms of employment, of the number, proportion and percentage changes of the teaching and non-teaching staff on temporary contract, term contract, long-term contract and substantive appointment in the 8 UGC-funded institutions from the 2009/10 to 2011/12 academic years.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The total number and respective percentage of staff on contract, long-term contract and substantive appointment in respective institutions in the 2009/10 and 2010/11 academic years, provided by the eight University Grants Committee (UGC)-funded institutions, are set out at Annex A. The breakdown between staff on temporary contract and term contract is not readily available. Figures for 2011/12 are not available.

The percentage of staff changes for each of the UGC-funded institutions is at Annex B.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

**Number and Percentage of Staff on Contract, Long-term Contract and Substantive Appointment in UGC-funded Institutions  
in the 2009/10 and 2010/11 Academic Years**

	2009/10						2010/11					
	Contract staff		Long-term contract staff		Substantive staff		Contract staff		Long-term contract staff		Substantive staff	
	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff	No.	% of total staff
CityU	1 306	47%	6	0.2%	1 483	53%	1 269	46%	6	0.2%	1 471	54%
HKBU	619	49%	-	-	641	51%	641	50%	-	-	631	50%
LU	202	44%	89	19%	168	37%	189	41%	100	22%	170	37%
CUHK	2 034	48%	27	1%	2 165	51%	1 971	48%	26	1%	2 109	51%
HKIED	549	53%	24	2%	470	45%	557	54%	20	2%	453	44%
PolyU	705	23%	46	2%	2 282	75%	645	22%	46	2%	2 223	76%
HKUST	661	31%	7	0.3%	1 461	68.7%	721	33.1%	9	0.4%	1 448	66.5%
HKU	1 964	47.6%	95	2.3%	2 066	50.1%	1 927	47.9%	106	2.6%	1 990	49.5%

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, CUHK, HKIED and PolyU, figures exclude research, honorary and part-time staff; for HKUST, figures excluded part-time and honorary staff.
4. For LU, figures included all full-time staff with contract duration of one year or more; for HKU, figures included all full-time/part-time staff wholly funded by UGC.



**Staff Changes in Each UGC-funded Institution**

Name of Institution	2009/10 Total Staff No.	2010/11 Total Staff No.	Estimated changes between 2009/10 and 2010/11		2010/11 Total Staff No.	2011/12 Total Staff No.	Estimated changes between 2010/11 and 2011/12	
			No.	% change			No.	% change
CityU	2 795	2 746	-49	-1.8%	2 746	Not available	Not available	
HKBU	1 260	1 272	+12	+1%	1 272	Not available	Not available	
LU	459	459	0	0	459	Not available	Not available	
CUHK	4 226	4 106	- 120	- 2.8%	4 106	Not available	Not available	
HKIEd	1 043	1 030	-13	-1.2%	1 030	Not available	Not available	
PolyU	3 033	2 914	-119	-4%	2 914	Not available	Not available	
HKUST	2 129	2 178	+49	+2.3%	2 178	Not available	Not available	
HKU	4 125	4 023	-102	-2.5%	4 023	Not available	Not available	



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB394**

Question Serial No.

2115

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

Please list out the increase/decrease in the number of senior staff and the percentage of such increase/decrease in the overall staff number in each of the funded institutions from the 2009/10 to 2011/12 academic years.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The changes in the number of senior staff members, their percentage out of the total number of staff members and changes in the overall staff number in the 2009/10 and 2010/11 academic years provided by the eight University Grants Committee-funded institutions are at Annex. Figures for 2011/12 are not yet available.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 17 March 2011 _____

**No. of Senior Staff Members, Change in the Number of Senior Staff Members and the Change in the Overall Staff Number by Institutions, in 2009/10 and 2010/11 Academic Years**

	In 2009/10			In 2010/11 (Estimated)		
	Total no. of staff	No. of senior staff (Note) (% out of total no. of staff)	Change in the no. of staff compared with previous year	Total no. of staff	No. of senior staff (Note) (% out of total no. of staff)	Change in the no. of staff compared with previous year
CityU	2 795	278 (10%)	Senior staff: 3 All staff: 47	2 746	291 (10.6%)	Senior staff: 13 All staff: -49
HKBU	1 260	146 (11.6%)	Senior staff: 4 All staff: -13	1 272	138 (10.8%)	Senior staff: -8 All staff: 12
LU	459	50 (10.9%)	Senior staff: 1 All staff: 11	459	50 (10.9%)	Senior staff: 0 All staff: 0
CUHK	4 226	361 (8.5%)	Senior staff: -4 All staff: 188	4 106	346 (8.4%)	Senior staff: -15 All staff: -120
HKIED	1 043	117 (11.2%)	Senior staff: 5 All staff: -29	1 030	122 (11.8%)	Senior staff: 5 All staff: -13
PolyU	3 033	445 (14.6%)	Senior staff: 9 All staff: -64	2 914	443 (15.2%)	Senior staff: -2 All staff: -119
HKUST	2 129	306 (14.4%)	Senior staff: 14 All staff: 24	2 178	318 (14.6%)	Senior staff: 12 All staff: 49
HKU	4 125	444 (10.8%)	Senior staff: 26 All staff: 33	4 023	457 (11.4%)	Senior staff: 13 All staff: -102

Note: Senior staff members include professors, readers, senior lecturers (University Salary Scales (USS)-pay scales), principal lecturers, senior technical research staff, senior administrative staff and senior technical staff.

CityU City University of Hong Kong

LU Lingnan University

HKIED The Hong Kong Institute of Education

HKUST The Hong Kong University of Science and Technology

HKBU Hong Kong Baptist University

CUHK The Chinese University of Hong Kong

PolyU The Hong Kong Polytechnic University

HKU The University of Hong Kong



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB396

Question Serial No.

2117

Head: 190 University Grants Committee Subhead (No. & title):

Programme: University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

What are the numbers of staff leaving service and the expenditure incurred in the 2009/10 to 2011/12 academic years under the staff exit plans implemented by the funded institutions? What are the job titles and ranks of the leaving staff?

Asked by: Hon. CHEUNG Man-kwong

Reply:

According to information provided by the University Grants Committee (UGC)-funded institutions, the expenditure incurred by the institutions for implementation of exit plans for staff in the 2009/10 to 2011/12 academic years is shown at Annex A.

A breakdown of staff leaving the UGC-funded institutions under the institutions' exit plans by staff grade and job title in the 2009/10 to 2011/12 academic years is at Annex B.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 15 March 2011 _____

**Breakdown of Expenditure for Implementation of Exit Plans  
by UGC-funded Institutions in the 2009/10 to 2011/12 Academic Years**

<b>Name of Institution</b>	<b>2009/10 (\$ million)</b>	<b>2010/11 (Estimate) (\$ million)</b>	<b>2011/12 (Estimate) (\$ million)</b>
CityU	-	-	Not available
HKBU	-	-	Not available
LU	-	-	Not available
CUHK	-	-	Not available
HKIED	-	-	Not available
PolyU	0.1	12.0	6.2
HKUST	-	-	Not available
HKU	-	-	Not available

"-" denotes no exit plan was/will be implemented.

CityU City University of Hong Kong

LU Lingnan University

HKIED The Hong Kong Institute of  
Education

HKUST The Hong Kong University of  
Science and Technology

HKBU Hong Kong Baptist University

CUHK The Chinese University of Hong Kong

PolyU The Hong Kong Polytechnic  
University

HKU The University of Hong Kong

**Breakdown of Staff Who Joined Exit Plans of UGC-funded Institutions by Staff Grades and Job Titles for the 2009/10 to 2011/12 Academic Years**

**A. 2009/10 academic year**

<b>Name of Institution</b>	<b>Staff grade<sup>#</sup></b>	<b>Job title<sup>#</sup></b>	<b>Number</b>
CityU	-	-	-
HKBU	-	-	-
LU	-	-	-
CUHK	-	-	-
HKIEd	-	-	-
PolyU	Junior Administrative/Others	Project Manager/Instructor/Executive Officer	1
HKUST	-	-	-
HKU	-	-	-

**B. 2010/11 academic year (estimate)**

<b>Name of Institution</b>	<b>Staff grade<sup>#</sup></b>	<b>Job title<sup>#</sup></b>	<b>Number</b>
CityU	-	-	-
HKBU	-	-	-
LU	-	-	-
CUHK	-	-	-
HKIEd	-	-	-
PolyU	Reader / Senior Lecturer / Lecturer (USS* and Non-USS Pay Scales)	Professor / Associate Professor / Assistant Professor / Lecturer	7
	Senior Administrative	Associate Director / Senior Manager/ Senior Professional Staff	3
	Junior Technical	Senior Technician / Technician / Technical Officer	3
	Junior Administrative / Others	Project Manager / Instructor / Executive Officer	5
		Secretarial and Clerical Staff / Office and Campus Support Staff	14
		<b>Total:</b>	<b>32</b>
HKUST	-	-	-
HKU	-	-	-

<sup>#</sup> Where it might be possible to identify individuals due to the small number of staff affected in a grade/job, some grades/job titles have been merged.

\* USS refers to University Salary Scales



**C. 2011/12 academic year (estimate)**

<b>Name of Institution</b>	<b>Staff grade<sup>#</sup></b>	<b>Job title<sup>#</sup></b>	<b>Number</b>
CityU	Not available	Not available	Not available
HKBU	Not available	Not available	Not available
LU	Not available	Not available	Not available
CUHK	Not available	Not available	Not available
HKIED	Not available	Not available	Not available
PolyU	Reader / Senior Lecturer / Lecturer (USS* and Non-USS Pay Scales)	Professor / Associate Professor / Assistant Professor / Lecturer	2
	Senior Administrative	Associate Director / Senior Manager / Senior Professional Staff	4
	Junior Technical	Senior Technician / Technician / Technical Officer	2
	Junior Administrative / Others	Secretarial and Clerical Staff / Office and Campus Support Staff	7
		<b>Total:</b>	<b>15</b>
HKUST	Not available	Not available	Not available
HKU	Not available	Not available	Not available

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB397**

Question Serial No.

2118

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 give a breakdown of the departments in the education institutions which have a deficit, the amount involved, and the number of staff consequently laid-off for the academic years from 2009/10 to 2011/12.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The University Grants Committee (UGC) provides block grants to the institutions. Institutions are required to publish their accounts on an annual basis and have the autonomy to deploy resources within their institutions. We do not have details at the individual department level.

According to the UGC-funded institutions, their overall income and expenditure budgets for UGC-funded programmes are normally maintained at the institutional level. Individual departments are generally required to work within given expenditure limits for UGC-funded programmes and are not required individually to raise concomitant income. In other words, individual departments per se do not have "deficits" on their UGC-funded programmes, and hence the notion that staff may be laid off as a result does not apply.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

14 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB398**

Question Serial No.

2119

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the number and percentage of teaching staff with doctoral qualifications in each of the UGC-funded institutions from the 2009/10 to 2011/12 academic years?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The number and percentage of full-time academic staff with doctoral degree or equivalent qualifications whose salaries are wholly funded by the University Grants Committee, broken down by institution, for the 2009/10 and 2010/11 academic years are set out at Annex. Information for 2011/12 is not yet available.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 15 March 2011 _____

**Number of Full-time Academic Staff with Doctoral Degree or Equivalent Qualifications with Salaries Wholly Funded by the University Grants Committee from General Funds by Institution, 2009/10 and 2010/11**

Institution	2009/10		2010/11	
	Headcount	As a % of all academic staff	Headcount	As a % of all academic staff
CityU	581	91.8%	605	92.1%
HKBU	294	94.5%	304	96%
LU	118	98.3%	122	98.4%
CUHK	816	96.2%	808	96.7%
HKIED	252	93.7%	266	96%
PolyU	789	87.2%	753	89.1%
HKUST	442	99.8%	459	100.0%
HKU	911	95.4%	914	96%
<b>Total</b>	<b>4 203</b>	<b>93.7%</b>	<b>4 231</b>	<b>94.7%</b>

Note:

1. Figures for the 2010/11 academic year were as at early March 2011. Figures for the 2011/12 academic year are not yet available.
2. Only full-time academic staff (including full-time visiting staff) of staff grades from professors to assistant lecturers of academic departments are counted. Part-time and supporting teaching staff are not included.

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB400**

Question Serial No.

2121

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

Please provide details of the staff establishment, mode of employment and turnover rate of research assistants and senior research assistants in various funded institutions from the 2009/10 to 2011/12 academic years.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The staff establishment, mode of employment and turnover rate of research assistants and senior research assistants of University Grants Committee (UGC)-funded institutions, broken down by institution in the 2009/10 and 2010/11 academic years are set out at Annex. The figures for 2011/12 are not yet known, as they are dependent on the success in research funding exercises and the outcomes of most of the funding exercises administered by the UGC/Research Grants Council are not yet available.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 16 March 2011 _____

**Mode of Employment and Turnover Rate of Research Assistants and Senior Research Assistants in UGC-funded institutions  
in the 2009/10 and 2010/11 academic years**

2009/10

Institution	Research Assistant				Senior Research Assistant			
	Turnover rate	Mode of Employment			Turnover rate	Mode of Employment		
		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*
CityU	17.7%	187	17	328	10.8%	118	9	133
HKBU	12%	44	6	275	8.9%	40	1	105
LU	0%	1	0	0	14%	8	0	0
CUHK	8%	119	5	36	0%	0	0	0
HKIEd	22.4%	57	32	125	8.4%	30	10	43
PolyU	22.6%	147	25	267	17.1%	91	23	132
HKUST	15.7%	15	0	200	0%	0	0	0
HKU	6.9%	67	6	677	5.0%	35	3	83

2010/11 (as at 31 January 2011)

Institution	Research Assistant				Senior Research Assistant			
	Turnover rate	Mode of Employment			Turnover rate	Mode of Employment		
		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*		Number of full-time staff with contracts of longer than one year	Number of part-time staff with contracts of longer than one year	Number of Staff on short-term contract*
CityU	12.6%	136	14	375	11.4%	86	9	141
HKBU	10.2%	55	5	196	9.3%	31	0	98
LU	0%	1	0	1	50%	4	0	0
CUHK	6%	105	5	39	0%	0	0	0
HKIEd	10.2%	63	18	115	26.4%	23	2	28
PolyU	7.8%	117	22	283	8%	70	14	117
HKUST	7.0%	24	2	217	0%	0	0	0
HKU	11.7%	69	3	738	4.3%	24	2	91

\* "Short-term contract" means contracts which are one year or less (including both full-time and part-time staff).

Notes:

➤ 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

- CityU: Most research staff are appointed on short-term, project basis, including all sources of funding. The turnover rate is calculated based on the number of departures of research staff, including those leaving due to completion of project/contract. The common reasons for staff turnover are further studies, career advancement, self-employment, etc.
- HKBU: Most research staff are appointed on short-term project basis. The turnover rates are due to researchers resigning before contract completion for further studies, career advancement and those from Mainland China returning to their home institutions, etc.
- LU: The higher turnover rates are mainly due to (a) the small base size of research staff; and (b) restructuring of research centres.
- CUHK: The common reasons for staff turnover are further studies, career advancement, self-employment, etc.
- HKIED: Most research staff are appointed on short-term, project basis.
- PolyU: Most of the outgoing research staff are appointed on short-term, project basis. “Research Assistant” only includes Research Assistant and “Senior Research Assistant” only includes Research Associate.
- HKUST: Appointment of research staff is on a short-term, project basis, including all sources of funding. Turnover rates for 2009/10 and 2010/11 excluded staff leaving the University due to completion of contract.
- HKU: The turnover rates are mainly due to appointment of short-term research staff on project basis.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB401**

Question Serial No.

2122

Head: 190 University Grants Committee    Subhead(No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

Please provide the maximum, minimum and average starting pay of Research Assistant and Senior Research Assistant in each of the UGC-funded institutions in the academic years from 2009/10 to 2011/12.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

Detailed information about the starting pay of Research Assistant and Senior Research Assistant provided by the University Grants Committee (UGC)-funded institutions in 2009/10 and 2010/11 academic years is summarized at the Annex.    Statistics for 2011/12 are not available.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

15 March 2011

**Starting Pay of Research Assistant (RA) and Senior Research Assistant at UGC-funded institutions  
in 2009/10 and 2010/11 academic years**

Name of Institution	2009/10						2010/11					
	Research Assistant			Senior Research Assistant			Research Assistant			Senior Research Assistant		
	Minimum (\$)	Average (\$)	Maximum (\$)	Minimum (\$)	Average (\$)	Maximum (\$)	Minimum (\$)	Average (\$)	Maximum (\$)	Minimum (\$)	Average (\$)	Maximum (\$)
City University of Hong Kong	9,225	11,817	14,765	16,860	18,490	21,335	9,225	11,752	14,920	16,860	18,391	21,550
Hong Kong Baptist University	8,000	11,940	19,000	20,000	20,710	25,000	8,000	11,790	19,000	20,000	22,590	25,000
Lingnan University	11,515	13,918	17,805	19,835	25,098	29,235	14,520	16,995	19,470	20,450	27,044	33,305
The Chinese University of Hong Kong (CUHK)	14,025	16,847	19,100	N/A			14,340	16,311	19,100	N/A		
The Hong Kong Institute of Education	12,400	14,875	17,350	14,875	18,588	22,300	12,400	14,875	17,350	14,875	18,588	22,300
The Hong Kong Polytechnic University	10,000	12,071	20,000	13,000	17,652	31,000	10,000	11,975	20,000	14,000	18,266	29,000
The Hong Kong University of Science and Technology (HKUST)	9,000	13,749	30,000	N/A			9,235	13,786	30,000	N/A		
The University of Hong Kong	11,955 for RAI	12,670 for RA II	13,455 for RA II	23,475	24,580	25,740	12,020 for RAI	12,740 for RA II	13,530 for RA II	23,605	24,720	25,885
	14,300 for RA I	15,160 for RA I	15,930 for RA I				14,380 for RA I	15,245 for RA I	16,020 for RA I			

Note:

1. Appointees of the rank of Senior Research Assistant in CUHK are supported by non-UGC funds.
2. HKUST does not have the rank of Senior Research Assistant.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB402**

Question Serial No.

2123

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What is the shortfall of hostel places for local and non-local students in individual institutions from the 2009-10 to 2011-12 academic years?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

In terms of supply, there are currently some 28 200 publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions. This includes six hostel projects under construction, which will provide 6 600 publicly-funded places.

In terms of demand, institutions will need additional hostel places due to the increase in approved student numbers at the undergraduate and post-graduate level. Furthermore, following the announcement of the policy to double the quota of non-local students from 10% to 20% of approved student number targets for UGC-funded taught programmes, institutions are recruiting progressively more non-local students.

The projected shortfall of publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions in the 2009/10 and 2010/11 academic years are as follows –

Institutions	Shortfall in 2009/10		Shortfall in 2010/11	
	under 10% non-local student quota	under 20% non-local student quota	under 10% non-local student quota	under 20% non-local student quota
City University of Hong Kong	1 164	2 115	1 188	2 102
Hong Kong Baptist University	557	1 000	559	997
Lingnan University <sup>1</sup>	-	-	-	-
The Chinese University of Hong Kong	592	1 596	554	1 575
The Hong Kong Institute of Education <sup>1</sup>	-	-	-	-
The Hong Kong Polytechnic University	404	1 591	413	1 592
The Hong Kong University of Science and Technology	119	681	172	738
The University of Hong Kong	204	1 177	239	1 225
<b>Total</b>	<b>3 040</b>	<b>8 160</b>	<b>3 125</b>	<b>8 229</b>

<sup>1</sup> Government's policy is to provide Lingnan University with publicly-funded 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. The Hong Kong Institute of Education is provided with hostel places for 50% of its full-time degree student population projected at the time of the establishment of the Institute. The increase of non-local student quota from 10% to 20% of the approved student number targets does not affect the provision of hostel places to these two institutions.

The above figures have taken into account projects under construction and the needs of both local and non-local students. The actual enrolments of non-local students have increased from 9.4% of the approved student number targets of UGC-funded taught programmes in the 2009/10 academic year to 10.1% in the 2010/11 academic year. We have also included in the table the estimated hostel shortfall should institutions fully utilise the quota for non-local students which is 20% of the approved student number targets for the UGC-funded taught programmes.

As for the 2011/12 academic year, it is estimated that institutions' requirement for publicly-funded hostel places will increase by some 230 places due to the creation of new research postgraduate places, the allocation of which to the institutions is not yet known.

Institutions are conducting detailed planning for four hostel projects, including two joint hostel projects in Tsueng Kwan O and Ma On Shan and two other hostel projects in Ma Liu Shui and Sai Ying Pun. These four projects are expected to provide a total of some 3 200 publicly-funded hostel places. These potential supplies have not yet been included in the table above.

The UGC will continue to work with institutions and the Administration to identify sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Signature	_____
Name in block letters	<u>Michael V Stone</u>
Post Title	<u>Secretary-General, University Grants Committee</u>
Date	<u>16 March 2011</u>

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB403**

Question Serial No.

2124

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the number and ratio of non-local students studying degree programmes at different levels from the 2009/10 to 2011/12 academic years?    What areas do they come from?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The number and percentage of non-local students in University Grants Committee-funded programmes by level of study and place of origin for the 2009/10 and 2010/11 academic years are at **Annex**. As the student recruitment process of the institutions for the 2011/12 academic year is still underway, statistics for the 2011/12 academic year are not yet available.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 15 March 2011 _____

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Level of Study and Place of Origin, 2009/10 to 2010/11\***

Academic Year	Level of Study <sup>#</sup>	Place of origin <sup>@</sup>			Total	
		The Mainland of China	Other Places in Asia	The Rest of the World	Number	As % of respective total student enrollment
2009/10	SD	2	2	2	6	0.1%
	Ug	4 562	436	193	5 191	9.2%
	TPg	35	12	6	53	1.5%
	RPg	3 830	146	107	4 083	64.6%
	Total	8 429	596	308	9 333	12.7%
2010/11*	SD	2	1	2	5	0.1%
	Ug	4 670	670	239	5 579	9.7%
	TPg	43	12	10	65	1.8%
	RPg	4 073	216	149	4 438	68.0%
	Total	8 788	899	400	10 087	13.4%

Notes:

1. Research postgraduate figures include only students funded by UGC within normal study periods.
2. \* Figures for 2010/11 are provisional.
3. # SD: Sub-degree  
Ug: Undergraduate  
TPg: Taught Postgraduate  
RPg: Research Postgraduate
4. @ The place of origin for non-local students refers to their nationality.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB404**

Question Serial No.

2125

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:

How many student exchange places and how much grant were provided by the Government to the UGC-funded institutions in the academic years from 2009-10 to 2011-12 respectively?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The University Grants Committee (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.

The UGC has recently announced an extension of its own matching scheme for internationalisation, an initiative implemented some six years ago, by providing a further one-off \$50 million to the institutions to enhance exchange opportunity for local students.

The number of incoming and outgoing exchange students in UGC-funded full-time undergraduate and postgraduate programmes for the 2009/10 academic year is set out at Annex. Since statistics on exchanges are collected upon the completion of an academic year, data for 2010/11 and 2011/12 academic years are not yet available.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

**Number of Incoming and Outgoing Exchange Students in UGC-funded Full-time Undergraduate and Postgraduate Programmes, 2009/10**

<b>Institution</b>	<b>2009/10</b>	
	<b>Incoming<sup>1</sup></b>	<b>Outgoing<sup>2</sup></b>
The City University of Hong Kong	585	634
The Hong Kong Baptist University	264	194
Lingnan University	172	174
The Chinese University of Hong Kong	772	671
The Hong Kong Institute of Education	97	113
The Hong Kong Polytechnic University	377	495
The Hong Kong University of Science and Technology	537	660
The University of Hong Kong	840	605
<b>Total</b>	<b>3 644</b>	<b>3 546</b>

1. Incoming exchange students refer to those exchange students who come from non-local partner institutions and enroll 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 enroll in credit-bearing courses in non-local partner institutions for at least one semester (including summer semester) due to exchange activities.







Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB407**

Question Serial No.

2128

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 litigation cases between staff and institutions, the nature of cases and the litigation costs involved respectively in the academic years from 2009/10 to 2011/12.

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The number of cases of legal proceedings involving the institution and staff in the University Grants Committee-funded institutions, the nature of the cases and the litigation costs involved in the 2009/10 and 2010/11 academic years provided by the institutions are listed below. Given the small number of cases involved, the names of the concerned institutions are not disclosed in order to protect the privacy of the concerned claimants. Figures for 2011/12 are not yet available.

	2009/10			2010/11 <sup>(Note 1)</sup>		
	No. of Cases	Nature of Cases	Litigation Cost Involved (\$) <sup>(Note 2)</sup>	No. of Cases	Nature of Cases	Litigation Cost Involved (\$) <sup>(Note 2)</sup>
Institution A	2	<ul style="list-style-type: none"> <li>• A Labour Tribunal case for alleged dismissal (upon completion of contract) without valid reason, discrimination against involvement in trade union membership and activities. Due to the seriousness of the allegation and the legal issues involved which could have wide-ranging implications well beyond this case, legal advice was sought to clarify the relevant legal principles, to examine University policy, to assess liability and to make preparation for hearing and defence. The claimant subsequently withdrew the claim against the University.</li> <li>• A Small Claims Tribunal case for alleged termination of service during the probation</li> </ul>	0	0	-	\$486,000 <sup>(Note 3)</sup>

		period without reasonable grounds.				
Institution B	5 (Note 4)	Employee's Compensation (EC) – work injuries	Not available (cost covered by EC Insurer)	1 (Note 5)	EC	Not available (cost covered by EC Insurer)
	0	-	0	1 (Note 6)	Labour Tribunal case involving a claim for payment for an alleged outside practice teaching	\$70,000
Institution C	0	-	0	3	Labour Tribunal cases involving claims for pro-rata gratuity payment	\$21,000 (Note 7)
Institution D	0	-	0	1	Labour Tribunal case on alleged termination of appointment without sufficient notice or payment in lieu and alleged dismissal without valid reason.	-

Notes:

1. As at end-February 2011.
2. Rounded to nearest \$1,000.
3. The expenses were legal costs for legal advice/consultation services incurred for one case brought forward from 2009/10.
4. Cases happened in or before 2009/10. Two of the five cases were settled in 2009/10 and the remaining three were still in progress as at end-February 2011.
5. Case happened in 2010/11 and still in progress as at end-February 2011.
6. Case happened before 2010/2011 and settled in 2010/2011.
7. The expenses were legal costs for legal advice/consultation services incurred for the three cases.

Signature \_\_\_\_\_

Name in block letters Michael V Stone

Post Title Secretary-General, University Grants Committee

Date 17 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB408**

Question Serial No.

2129

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the reasons for the creation of two permanent posts in the University Grants Committee (UGC) Secretariat and the increase in general departmental expenses in 2011-12?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

In accordance with general Government policy to create permanent posts where there is a fully justified and long term need, the University Grants Committee (UGC) Secretariat will replace two non-civil service contract staff by two civil service posts in 2011-12 to build up capacity in the finance division of the department and to enhance the administrative support in processing research grants applications.

The increase in general departmental expenses in the UGC Secretariat in 2011-12 is mainly due to an increase in the workload of the Research Grants Council (RGC). There has been a significant increase in the number of research proposals being dealt with by the RGC and hence there is a need for more reviewers to assess the proposals which leads to higher general departmental expenses.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB409**

Question Serial No.

2130

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the reasons for the reduction of the grants for Areas of Excellence research projects ?

Asked by:    Hon Cheung Man-kwong

Reply:

The Areas of Excellence Scheme was launched in 1998 to help institutions build on existing strengths and invest in state-of-the-art facilities so that they would be recognized internationally as of equal status to their peers in the same subject areas. So far, there have been five rounds of exercises covering a total of 15 projects (including two completed projects). The project duration of these projects ranges from five to eight years and the annual cashflow of each project is based on the endorsed timetable and budget submitted by the relevant project team.

In the fifth round, five new projects were supported and funding for these projects started in 2009/10, resulting in total grants for the Scheme reaching a peak of \$95.9 million for 2009/10. Three projects and one project selected in previous rounds will be completed in 2010/11 and 2011/12 respectively, resulting in a decrease in the amount of grants for 2010/11 and 2011/12. In addition, the reduction of grants is also due to annual variation in project cashflows.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB410**

Question Serial No.

2131

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the ranks and duties of the two posts to be created by the University Grants Committee Secretariat in 2011-12?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

The two civil service posts to be created by the University Grants Committee (UGC) Secretariat in 2011-12 are one Treasury Accountant and one Assistant Clerical Officer. The two posts will replace two non-civil service contract staff in the UGC Secretariat. The Treasury Accountant will be mainly responsible for financial matters relating to the Research Endowment Fund, and the Assistant Clerical Officer will assist in processing research grants applications.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 16 March 2011 _____

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB411**

Question Serial No.

2132

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the reasons for the substantial decrease in the financial provision for the UGC?

Asked by:    Hon. CHEUNG Man-kwong

Reply:

Provision for 2011-12 is \$1,067.1 million (8.8%) lower than the revised estimated for 2010-11. This is mainly due to the anticipated completion of the \$1 billion Fifth Matching Grant Scheme and an estimated drop in Home Financing Scheme expenditure following the gradual expiry of the ten-year entitlement period of Home Financing Scheme recipients; partly offset by the increased funding for phasing in of additional research postgraduate places.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB412**

Question Serial No.

2392

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 the number and percentage of non-local students in each institution.

Asked by:    Hon. WONG Yuk-man

Reply:

The number and percentage of non-local students in each of the University Grants Committee (UGC)-funded institutions for the 2008/09 to 2010/11 academic years are set out at **Annex**.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes by Institution  
2008/09 to 2010/11 academic years**

Institution	2008/09		2009/10		2010/11 (Provisional Figures)	
	Number of non-local students	As % of total student enrolment	Number of non-local students	As % of total student enrolment	Number of non-local students	As % of total student enrolment
The City University of Hong Kong	1 006	10.2%	1 136	11.2%	1 250	12.2%
The Hong Kong Baptist University	536	9.6%	588	10.6%	617	11.1%
Lingnan University	200	8.4%	229	9.6%	239	10.4%
The Chinese University of Hong Kong	1 854	13.8%	2 020	14.8%	2 130	15.3%
The Hong Kong Institute of Education	203	3.2%	236	3.6%	260	3.4%
The Hong Kong Polytechnic University	1 157	8.2%	1 320	9.0%	1 379	9.4%
The Hong Kong University of Science and Technology	1 389	19.9%	1 454	20.6%	1 599	22.1%
The University of Hong Kong	2 047	15.4%	2 350	17.5%	2 613	19.1%
<b>Total</b>	<b>8 392</b>	<b>11.6%</b>	<b>9 333</b>	<b>12.7%</b>	<b>10 087</b>	<b>13.4%</b>

Note: Figures above include both undergraduate and postgraduate students.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB413**

Question Serial No.

2393

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 list the places of origin, e.g. Mainland China and Japan, where the non-local students in each institution come from and the respective percentage of such students in the total enrolment of non-JUPAS students in each institution.

Asked by:    Hon. WONG Yuk-man

Reply:

The number and percentage of non-local first-year student intakes of the University Grants Committee (UGC)-funded undergraduate programmes by institution and by their place of origin for the 2008/09 to 2010/11 academic years are set out at the **Annex**.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 16 March 2011 _____

**Non-local First-year Student Intakes (Headcount) of  
UGC-funded Undergraduate Programmes  
by Institution and Place of Origin, 2008/09 to 2010/11**

( 2008/09 )

Institution	Place of Origin			Total	
	The Mainland of China	Other Places in Asia	The Rest of the World	Number	As % of respective total number of non-JUPAS intakes
CityU	205	16	7	228	32.2%
HKBU	147	1	1	149	55.8%
LU	51	6	3	60	60.0%
CUHK	261	22	5	288	48.6%
HKIEd	48	-	-	48	29.3%
PolyU	301	13	8	322	37.5%
HKUST	227	30	13	270	54.4%
HKU	249	28	24	301	31.7%
<b>Total</b>	<b>1 489</b>	<b>116</b>	<b>61</b>	<b>1 666</b>	<b>40.3%</b>

( 2009/10 )

Institution	Place of Origin			Total	
	The Mainland of China	Other Places in Asia	The Rest of the World	Number	As % of respective total number of non-JUPAS intakes
CityU	192	10	9	211	31.4%
HKBU	155	5	1	161	53.7%
LU	52	2	2	56	47.5%
CUHK	266	35	13	314	45.2%
HKIEd	50	-	-	50	25.1%
PolyU	225	28	10	263	36.1%
HKUST	129	65	17	211	43.8%
HKU	280	74	31	385	37.3%
<b>Total</b>	<b>1 349</b>	<b>219</b>	<b>83</b>	<b>1 651</b>	<b>39.1%</b>

( 2010/11 ) (Provisional Figures)

Institution	Place of Origin			Total	
	The Mainland of China	Other Places in Asia	The Rest of the World	Number	As % of respective total number of non-JUPAS intakes
CityU	190	39	11	240	35.3%
HKBU	145	2	-	147	52.3%
LU	43	5	1	49	50.0%
CUHK	276	46	15	337	47.8%
HKIED	52	4	-	56	21.3%
PolyU	251	34	14	299	40.4%
HKUST	140	107	25	272	49.8%
HKU	283	151	25	459	42.5%
Total	1 380	388	91	1 859	42.3%

Notes:

1. The place of origin for non-local students refers to their nationality.
2. '-' denotes 'nil'.
3. Abbreviations for Institutions are as follows:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB414**

Question Serial No.

2394

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 the number and percentage of non-JUPAS students admitted by each institution.

Asked by:    Hon. WONG Yuk-man

Reply:

The numbers of non-JUPAS first-year student intakes to University Grants Committee (UGC)-funded undergraduate programmes and their percentages compared to the total number of first-year student intakes by institution for the 2008/09 to 2010/11 academic years are set out at **Annex**.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 17 March 2011 _____

**Non-JUPAS First-year Student Intakes (Headcount) of UGC-funded Undergraduate Programmes  
by Institution, 2008/09 to 2010/11**

Institution	2008/09		2009/10		2010/11 (Provisional Figures)	
	No. of non-JUPAS intakes (Note 1)	Non-JUPAS intakes as % of respective total student intakes	No. of non-JUPAS intakes (Note 1)	Non-JUPAS intakes as % of respective total student intakes	No. of non-JUPAS intakes (Note 1)	Non-JUPAS intakes as % of respective total student intakes
CityU	707	30.2%	672	29.2%	680	28.8%
HKBU	267	18.8%	300	21.4%	281	20.0%
LU	100	14.2%	118	17.4%	98	15.9%
CUHK	592	19.1%	695	21.8%	705	22.1%
HKIED	164	28.7%	199	32.4%	263	35.0%
PolyU	859	32.5%	728	28.0%	740	28.5%
HKUST	496	24.7%	482	24.5%	546	26.8%
HKU	949	31.6%	1 031	33.7%	1 081	34.9%
<b>Total</b>	<b>4 134</b>	<b>26.2%</b>	<b>4 225</b>	<b>26.7%</b>	<b>4 394</b>	<b>27.4%</b>

## Note:

1. Including non-local students who are primarily admitted outside the approved student number targets, sub-degree students and students holding other qualifications.
2. The total approved number for the first-year-first-degree places was 14500 for each cohort of the 2008/09 and 2009/10, and 14580 for 2010/11. However, institutions are allowed to admit more students exceeding the approved number by way of over-enrollment with specific conditions. Hence, the total number of intakes through both JUPAS and non-JUPAS routes were 15795, 15822 and 16054 for 2008/09, 2009/10 and 2010/11 academic years respectively.
3. Abbreviations for institutions are as follows:

CityU	City University of Hong Kong	HKBU	Hong Kong Baptist University
LU	Lingnan University	CUHK	The Chinese University of Hong Kong
HKIED	The Hong Kong Institute of Education	PolyU	The Hong Kong Polytechnic University
HKUST	The Hong Kong University of Science and Technology	HKU	The University of Hong Kong

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB415**

Question Serial No.

2395

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 list of the categories through which non-JUPAS students are admitted by each institution, e.g. by means of the students' results in the General Certificate of Education Examination (GCE), as well as the number of such students and their respective percentage in the total enrolment of non-JUPAS students under each category.

Asked by:    Hon. WONG Yuk-man

Reply:

The main admission qualifications of non-JUPAS first-year student intakes to University Grants Committee (UGC)-funded undergraduate programmes by institution for the 2008/09 to 2010/11 academic years are set out at Annex.

Signature	_____
Name in block letters	_____ Michael V Stone _____
Post Title	_____ Secretary-General, University Grants Committee _____
Date	_____ 17 March 2011 _____



**Main Admission Qualification of Non-JUPAS First-year Student Intakes (Headcount)  
of UGC-funded undergraduate Programmes by Institution, 2008/09 to 2010/11**

( 2008/09 )

Institution *	Main Admission Qualification #					Total number of non-JUPAS intakes
	General Certificate of Education / General Certificate of Secondary Education (GCE / GCSE)	Ordinary Diploma / Certificate, Associate Degree, Higher Diploma / Certificate or equivalent	National Joint College Entrance Examination (JEE) of Mainland China	International Baccalaureate	Others	
CityU	27 (3.8%)	387 (54.7%)	195 (27.6%)	8 (1.1%)	90 (12.7%)	707 (100.0%)
HKBU	5 (1.9%)	42 (15.7%)	145 (54.3%)	2 (0.7%)	73 (27.3%)	267 (100.0%)
LU	3 (3.0%)	38 (38.0%)	36 (36.0%)	2 (2.0%)	21 (21.0%)	100 (100.0%)
CUHK	119 (20.1%)	96 (16.2%)	251 (42.4%)	15 (2.5%)	111 (18.8%)	592 (100.0%)
HKIED	2 (1.2%)	105 (64.0%)	46 (28.0%)	1 (0.6%)	10 (6.1%)	164 (100.0%)
PolyU	25 (2.9%)	514 (59.8%)	269 (31.3%)	6 (0.7%)	45 (5.2%)	859 (100.0%)
HKUST	54 (10.9%)	104 (21.0%)	225 (45.4%)	39 (7.9%)	74 (14.9%)	496 (100.0%)
HKU	157 (16.5%)	380 (40.0%)	243 (25.6%)	40 (4.2%)	129 (13.6%)	949 (100.0%)
Total	392 (9.5%)	1 666 (40.3%)	1 410 (34.1%)	113 (2.7%)	553 (13.4%)	4 134 (100.0%)

( 2009/10 )

Institution *	Main Admission Qualification #					Total number of non-JUPAS intakes
	General Certificate of Education / General Certificate of Secondary Education (GCE / GCSE)	Ordinary Diploma / Certificate, Associate Degree, Higher Diploma / Certificate or equivalent	National Joint College Entrance Examination (JEE) of Mainland China	International Baccalaureate	Others	
CityU	11 (1.6%)	422 (62.8%)	186 (27.7%)	13 (1.9%)	40 (6.0%)	672 (100.0%)
HKBU	6 (2.0%)	53 (17.7%)	152 (50.7%)	2 (0.7%)	87 (29.0%)	300 (100.0%)
LU	1 (0.8%)	60 (50.8%)	37 (31.4%)	1 (0.8%)	19 (16.1%)	118 (100.0%)
CUHK	109 (15.7%)	137 (19.7%)	254 (36.5%)	34 (4.9%)	161 (23.2%)	695 (100.0%)
HKIED	3 (1.5%)	141 (70.9%)	43 (21.6%)	2 (1.0%)	10 (5.0%)	199 (100.0%)
PolyU	18 (2.5%)	444 (61.0%)	212 (29.1%)	10 (1.4%)	44 (6.0%)	728 (100.0%)
HKUST	54 (11.2%)	135 (28.0%)	124 (25.7%)	69 (14.3%)	100 (20.7%)	482 (100.0%)
HKU	187 (18.1%)	325 (31.5%)	233 (22.6%)	114 (11.1%)	172 (16.7%)	1 031 (100.0%)
Total	389 (9.2%)	1 717 (40.6%)	1 241 (29.4%)	245 (5.8%)	633 (15.0%)	4 225 (100.0%)

( 2010/11 ) (Provisional figures)

Institution *	Main Admission Qualification #					Total number of non-JUPAS intakes
	General Certificate of Education / General Certificate of Secondary Education (GCE / GCSE)	Ordinary Diploma / Certificate, Associate Degree, Higher Diploma / Certificate or equivalent	National Joint College Entrance Examination (JEE) of Mainland China	International Baccalaureate	Others	
CityU	19 (2.8%)	323 (47.5%)	190 (27.9%)	12 (1.8%)	136 (20.0%)	680 (100.0%)
HKBU	2 (0.7%)	68 (24.2%)	139 (49.5%)	3 (1.1%)	69 (24.6%)	281 (100.0%)
LU	5 (5.1%)	47 (48.0%)	35 (35.7%)	1 (1.0%)	10 (10.2%)	98 (100.0%)
CUHK	147 (20.9%)	87 (12.3%)	258 (36.6%)	48 (6.8%)	165 (23.4%)	705 (100.0%)
HKIED	2 (0.8%)	194 (73.8%)	52 (19.8%)	- ( - )	15 (5.7%)	263 (100.0%)
PolyU	19 (2.6%)	422 (57.0%)	246 (33.2%)	15 (2.0%)	38 (5.1%)	740 (100.0%)
HKUST	47 (8.6%)	132 (24.2%)	137 (25.1%)	89 (16.3%)	141 (25.8%)	546 (100.0%)
HKU	222 (20.5%)	325 (30.1%)	272 (25.2%)	129 (11.9%)	133 (12.3%)	1 081 (100.0%)
Total	463 (10.5%)	1 598 (36.4%)	1 329 (30.2%)	297 (6.8%)	707 (16.1%)	4 394 (100.0%)

Notes:

1. Figures in brackets denote percentages to the totals of the respective institutions

2. \* Abbreviations for institutions are as follows:

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

3.# Main admission qualification refers to the highest relevant academic qualification possessed by a new intake on the basis of which the admission is decided, regardless of whether that qualification has been completed or not.

4. The total approved number for the first-year-first-degree places was 14500 for each cohort of the 2008/09 and 2009/10, and 14580 for 2010/11. However, institutions are allowed to admit more students exceeding the approved number by way of over-enrollment with specific conditions. Hence, the total number of intakes through both JUPAS and non-JUPAS routes were 15795, 15822 and 16054 for 2008/09, 2009/10 and 2010/11 academic years respectively.



**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded programmes in the 2011/12 Academic Year**

Institution	Programme	2011/12	
		Year 2	Year 3
CityU	Bachelor of Arts	149	149
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	31	31
	Bachelor of Science	62	62
	Bachelor of Social Sciences	156	156
	<b>Sub-total</b>	<b>684</b>	<b>684</b>
HKBU	Bachelor of Arts	59	59
	Bachelor of Business Administration	42	42
	Bachelor of Science	31	31
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	46
	<b>Sub-total</b>	<b>178</b>	<b>178</b>
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>
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	15	15
	Bachelor of Social Sciences	6	6
	<b>Sub-total</b>	<b>155</b>	<b>155</b>
PolyU	Bachelor of Arts	226	226
	Bachelor of Business Administration	48	48
	Bachelor of Business Administration/Bachelor of Science	85	85
	Bachelor of Engineering	93	93
	Bachelor of Science	242	242
	<b>Sub-total</b>	<b>694</b>	<b>694</b>
HKUST	Bachelor of Engineering	57	57
	<b>Sub-total</b>	<b>57</b>	<b>57</b>
HKU	Bachelor of Arts	27	27
	Bachelor of Science	48	48
	Bachelor of Social Sciences	20	20
	<b>Sub-total</b>	<b>95</b>	<b>95</b>
<b>Total</b>		<b>1 987</b>	<b>1 987</b>

CityU City University of Hong Kong

LU Lingnan University

PolyU The Hong Kong Polytechnic  
University

HKU The University of Hong Kong

HKBU

CUHK

HKUST

Hong Kong Baptist University

The Chinese University of Hong Kong

The Hong Kong University of Science  
and Technology

The Hong Kong Institute of Education does not have any senior year undergraduate places.

**Number of Places and First Year Tuition Fee of  
Full-time Self-financing Top-Up Degree Programmes  
by UGC-funded Institution and Programme, 2010/11**

UGC-funded Institution	Self-financing Programme	2010/11	
		Number of places at intake level	First Year Tuition Fee
CityU	Bachelor of Arts	134	\$75,000
	Bachelor of Science	120	\$71,400 - \$75,000
	Bachelor of Social Sciences	80	\$75,000
HKBU	Bachelor of Arts	60	\$63,000
	Bachelor of Commerce	190	\$63,000
	Bachelor of Social Sciences	230	\$63,000
LU	Bachelor of Arts	12	\$80,000
	Bachelor of Business Administration	17	\$80,000
	Bachelor of Social Sciences	11	\$80,000
HKIEd	Bachelor of Health Education	30	\$63,000
PolyU	Bachelor of Arts	865	\$57,000 - \$60,000
	Bachelor of Business Administration	160	\$71,400
	Bachelor of Engineering	110	\$65,100 - \$68,250
	Bachelor of Science	135	\$73,200 - \$75,600



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB418**

Question Serial No.

2409

Head: 190 University Grants Committee      Subhead(No. & title):

Programme:                      University Grants Committee

Controlling Officer: Secretary-General, University Grants Committee

Director of Bureau : Secretary for Education

Question:

Under “Matters Requiring Special Attention”, it is stated that the University Grants Committee (UGC) will “undertake, via the Quality Assurance Council, the quality audit of the Hong Kong Institute of Education, the final audit in the first round of quality audits.” In this connection, will the Administration inform the Committee of the details of the above quality audits, the expected date of completion of the first round of audits, and the expected total expenditure incurred by the quality audits?

Asked by:    Hon. FUNG Kin-kee, Frederick

Reply:

The Quality Assurance Council (QAC), established under the aegis of the University Grants Committee (UGC), aims to assure that the quality of educational experience offered by the UGC-funded institutions in respect of its degree and above programmes is sustained and improved, and is at an internationally competitive level. One of the core operational tasks of the QAC is the conduct of quality audits of the institutions to assure the quality of student learning in UGC-funded institutions. The audits are intended to assure the UGC and the public that the institutions deliver the promises they make in their role and mission statements. An audit is therefore an audit of an institution’s “fitness-for-purpose” in teaching and learning.

Audits are preceded by institutional self-review in which an institution analyzes and reflects on its objectives in student learning. A major output of the self-review is an institutional submission which serves as a principal source of information for the audit to be undertaken by an independent Audit Panel.

Members of the Audit Panel are drawn from the Register of Auditors maintained by the QAC. The Register comprises senior academics in Hong Kong and overseas academics, as well as local lay persons from outside the higher education sector.

The Audit Panel will examine the institutional submission and conduct an audit visit to the institution, with a view to preparing an Audit Report, which will be published. Each Audit Report identifies a number of areas of good practice on which the institution concerned will be commended, as well as suggested areas for improvement.

The first Audit commenced in 2007. So far, the QAC has published six Audit Reports as follows –



<b>Institution</b>	<b>Date of Publication of Audit Report</b>
The Chinese University of Hong Kong	September 2008
Hong Kong Baptist University	September 2009
The University of Hong Kong	November 2009
Lingnan University	July 2010
The Hong Kong University of Science and Technology	November 2010
City University of Hong Kong	November 2010

The Audit Report of the Hong Kong Polytechnic University is being finalised. The first QAC audit cycle will be completed following the conduct of the audit of the Hong Kong Institute of Education within the 2010/11 academic year.

The total expenditure directly related to the conduct of the QAC audits in the first round is estimated to be \$5.44 million, being mainly the expenses for conducting audit visits by Members of the Audit Panels (which include overseas members). As agreed with the UGC-funded institutions before the commencement of the audit cycle, half of the direct costs involved in an audit will be borne by the institution concerned.

Signature \_\_\_\_\_  
Name in block letters Michael V Stone  
Post Title Secretary-General, University Grants Committee  
Date 15 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO**  
**INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB419**

Question Serial No.

2723

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 matters requiring special attention in 2011-12, it is stated that the University Grants Committee will work with institutions and relevant government departments to implement the capital works projects necessary for the "3+3+4" reform and for the provision of more student hostels. Would the Administration advise on the details of such capital works projects and the number of student hostel places to be provided, as well as the respective expenditures required?

Asked by:    Hon. LAM Tai-fai

Reply:

In 2011-12, we will continue to work closely with the University Grants Committee (UGC)-funded institutions and relevant government departments to implement the 12 capital works projects necessary for the implementation of the new academic structure for senior secondary education and higher education. The details of these projects are as follows:

<b>Project Code</b>	<b>Project Title</b>	<b>Institution<sup>1</sup></b>	<b>Space to be provided (in net operational floor area) (m<sup>2</sup>)</b>	<b>Approved Project Estimate (\$ million)</b>	<b>Latest Estimated Project Completion Date</b>
8024EJ	Academic and administration building	CityU	20 500	888.5	Jun-12/ Sep-12*
8020EH	Baptist University Road Campus development <sup>2</sup>	HKBU	19 715	945.1	Aug-12
8005EU <sup>3</sup>	New academic block	LU	2 980	216.0	Dec-11
	New student hostel				
8049EF	Student amenity centre	CUHK	4 120	206.5	Jul-12
8050EF	Extension to the existing University Library at Central Campus	CUHK	6 170	251.7	Dec-11
8051EF	An integrated teaching building	CUHK	4 300	176.0	May-12
8052EF	Centralized general research laboratory complex (block 1) in Area 39	CUHK	9 860	455.8	Jan-12
8026EK	Phase 8 development	PolyU	25 600	1,337.4	Aug-12
8010EL	New academic building	HKUST	12 460	668.5	Apr-12
8011EL	Extension to the existing Academic Building <sup>5</sup>	HKUST	3 000	116.1	Jun-11
8054EG	Centennial Campus, phase 1	HKU	22 750	1,099.8	Mar-12
<b>Total</b>			<b>131 455</b>	<b>6,361.4</b>	

\* Teaching facilities will be completed in June 2012.

The UGC will also monitor the progress of the following six projects which will provide 6 951 hostel places:

<b>Project Code</b>	<b>Project Title</b>	<b>Institution<sup>1</sup></b>	<b>Number of Hostel Places under Construction</b>	<b>Approved Project Estimate (\$ million)</b>
8053EF	1500-place student hostel	CUHK	1 500	466.4
8053EG	1800-place student residences at Lung Wah Street, Kennedy Town	HKU	1 800	643.6
8023EJ	Student hostel, phase 4 (700 places)	CityU	700	182.0
8028EK	Student hostel, phase 3	PolyU	1 650	522.1
8013EL	701-place student residences	HKUST	701	201.3
8005EU	New academic block and student hostel <sup>3</sup>	LU	600	216.0
<b>Total</b>			<b>6 951<sup>4</sup></b>	<b>2,231.4</b>

Institutions are conducting detailed planning for four new hostel projects, including two joint hostel projects in Tseung Kwan O and Ma On Shan and two other hostel projects in Ma Liu Shui and Sai Ying Pun. These four projects are expected to provide a total of some 3 200 publicly-funded hostel places. The UGC will work closely with institutions and the Government in taking forward these hostel proposals.

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 m<sup>2</sup> in net operational floor area to support the implementation of the new academic structure and phase 2 to provide some 11 447 m<sup>2</sup> 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 Including about 380 privately-funded places.
- 5 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.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Post Title \_\_\_\_\_

Date \_\_\_\_\_

Michael V Stone

Secretary-General, University Grants Committee

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB420**

Question Serial No.

2724

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 matters requiring special attention in 2011-12, it is mentioned that the Administration will take forward the recommendations of the Higher Education Review Report "Aspirations for the Higher Education System in Hong Kong". Would the Administration advise on the details of the recommendations, the implementation timetable and the respective expenditures to be incurred?

Asked by:    Hon. LAM Tai-fai

Reply:

The University Grants Committee (UGC) submitted the report "Aspirations for the Higher Education System in Hong Kong" to the Government in December 2010. The report has been prepared following extensive consultation and aims to offer, for the Government's consideration, recommendations on appropriate strategies for the future development of post-secondary education in Hong Kong. The report's 40 recommendations revolve around three main themes, namely the need for an improved system-level structure, the role of the UGC sector and internationalization and collaboration with Mainland China.

The Education Bureau is studying the recommendations in the report, and is consulting stakeholders in the post-secondary education sector before coming to a view on implementation. The implementation details and timetable, as well as the financial implications, will be worked out after the Government has made its decision on implementation.

In the meantime, the UGC is working on initiatives within the Committee's remit which are along the direction of some recommendations in the Report such as those recommendations concerning internationalization, the quality of teaching and learning, as well as increased competitiveness in research funding at UGC-funded institutions.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB421

Question Serial No.

3068

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 University Grants Committee (UGC) will establish the UGC Teaching Award in 2011. Please provide details of the Award.

Asked by:    Hon. Starry LEE

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. The UGC's "Aspirations for the Higher Education System in Hong Kong" report, submitted to the Government in December 2010, also emphasized the importance of teaching.

To this end, the UGC has launched the UGC Teaching Award, which aims to honour those who excel in teaching in the UGC sector. A sub-group has been established under the UGC to develop the assessment criteria of the Award, which have been worked out with reference to local and prestigious overseas teaching awards and taking into account comments of UGC-funded institutions. All nominations will be assessed based on criteria that represent four important aspects of teaching, including the adoption of learner-centred approaches, curriculum design, scholarly activities in learning and teaching, and scholarly contribution to the development of effective teaching practice.

Each UGC-funded institution has been invited to submit two nominations for the Award. The selection will be based on both paper-based assessments and interviews by a selection panel comprising local and overseas members of the UGC and Quality Assurance Council, as well as an external overseas expert.

There will be a maximum of three awardees in this round, and each awardee will be granted \$500,000, which includes a cash award of \$25,000 and a grant of \$475,000 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 first round of the Award are expected to be announced in September 2011. We expect that the awardees will become "ambassadors of good teaching" collectively to make a real and sustained impact in promoting teaching excellence in the UGC sector.

A fact sheet on the structure and selection criteria of the Award is at the [Annex](#).

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Michael V Stone

Post Title \_\_\_\_\_ Secretary-General, University Grants Committee

Date \_\_\_\_\_ 15 March 2011

## Structure and Selection Criteria of the UGC Teaching Award

### Structure

- Each UGC-funded institution will be invited to nominate no more than two academics from within its faculty. There should be no more than three awardees.
- The Award is "discipline-neutral" i.e. institutions may nominate outstanding academics from any discipline.
- The Award is opened to all full-time staff with teaching duties (excluding visiting staff), regardless of their number of years of teaching experience.
- The award is in the form of a grant of \$500,000 for each awardee, which includes a cash award of \$25,000.

### Selection Criteria

All nominees for the Award will be assessed on the evidence/information they provide in relation to the following four criteria. The examples given are not meant to be exhaustive.

**(a) Adoption of learner-centred approaches, ability to engage/inspire/impact on students**, which may include understanding how students learn and adopting suitable teaching and assessment approaches that can achieve better student learning outcomes; being able to engage students in learning with enthusiasm; and inspiring and supporting students, with respect for their diverse learning needs, to build confidence and capability (including critical thinking, analytical skills, values, etc.).

**(b) Course/programme/curriculum design that can reflect a command of the field**, which may include demonstrating up-to-date knowledge of the field of study in the design of the curriculum and student learning resources (e.g., textbooks, e-learning resources); and developing appropriate student learning outcomes and adopting innovative approaches to teaching and assessment which can facilitate students' achievement of the learning outcomes.

**(c) Scholarly activities and approach to learning and teaching**, which may include adopting teaching practices that are informed by research in learning and teaching; participating in educational research in the field of study; strengthening the teaching-research nexus; and demonstrating educational innovations in the field of study.

**(d) Past/present achievements and leadership in teaching and potential scholarly contribution to the development of effective teaching practice with impact within his/her own institution and/or in other institutions**, which may include participation in and contribution to professional activities related to learning and teaching; active involvement in the promotion of teaching excellence within the institution and/or in other institutions; and demonstrating leadership through activities that aim to enhance learning and teaching.

The four criteria carry no specified weighting. The selection panel will consider each nomination on its own merit with reference to the criteria.

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB422**

Question Serial No.

3084

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

What are the respective numbers of non-local students attending the University Grants Committee (UGC)-funded programmes in the 2010/11 academic year by institution, country/place of origin of the students, and undergraduate/post-graduate programme?

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 2010/11 academic year is set out at **Annex**.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

15 March 2011

**Non-local Student Enrolment (Headcount) of UGC-funded Programmes  
by Institution, Level of Study and Place of Origin, 2010/11 (Provisional Figures)**

Institution	Level of Study	Place of Origin			Total
		The Mainland of China	Other Places in Asia	The Rest of the World	
City University of Hong Kong	Undergraduate	624	64	27	715
	Taught Postgraduate	2	-	2	4
	Research Postgraduate	498	20	13	531
	Sub-total	1 124	84	42	1 250
Hong Kong Baptist University	Undergraduate	437	7	1	445
	Taught Postgraduate	3	-	-	3
	Research Postgraduate	153	10	6	169
	Sub-total	593	17	7	617
Lingnan University	Undergraduate	191	15	6	212
	Research Postgraduate	24	2	1	27
	Sub-total	215	17	7	239
The Chinese University of Hong Kong	Undergraduate	884	64	41	989
	Taught Postgraduate	8	1	3	12
	Research Postgraduate	1 085	23	21	1 129
	Sub-total	1 977	88	65	2 130
The Hong Kong Institute of Education	Undergraduate	242	4	-	246
	Taught Postgraduate	8	-	-	8
	Research Postgraduate	6	-	-	6
	Sub-total	256	4	-	260
The Hong Kong Polytechnic University	Sub-degree	2	1	2	5
	Undergraduate	848	70	31	949
	Research Postgraduate	383	29	13	425
	Sub-total	1 233	100	46	1 379
The Hong Kong University of Science and Technology	Undergraduate	497	192	51	740
	Research Postgraduate	796	45	18	859
	Sub-total	1 293	237	69	1 599
The University of Hong Kong	Undergraduate	947	254	82	1 283
	Taught Postgraduate	22	11	5	38
	Research Postgraduate	1 128	87	77	1 292
	Sub-total	2 097	352	164	2 613
All institutions	Sub-degree	2	1	2	5
	Undergraduate	4 670	670	239	5 579
	Taught Postgraduate	43	12	10	65
	Research Postgraduate	4 073	216	149	4 438
	Total	8 788	899	400	10 087

## 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'.



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB423**

Question Serial No.

3085

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 the tuition fee for non-local students in the 2010/11 academic year (by programmes of each institution).

Asked by:    Hon. LEE Wai-king, Starry

Reply:

The University Grants Committee (UGC)-funded institutions are free to decide and set their own tuition fee level 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 2010/11 academic year by level of study is as follows –

<b>Tuition Fee per non-local student per year</b>				
	<b>Sub-degree (\$)</b>	<b>Undergraduate (\$)</b>	<b>Taught Postgraduate (\$)</b>	<b>Research Postgraduate (\$)</b>
<b>CityU</b>	-	80,000	80,000	42,100
<b>HKBU</b>	-	75,000	42,100	42,100
<b>LU</b>	-	80,000	-	42,100
<b>CUHK</b>	-	100,000	100,000	42,100
<b>HKIED</b>	-	75,000	75,000	42,100
<b>PolyU</b>	60,000	80,000	-	42,100
<b>HKUST</b>	-	80,000 to 100,000	-	42,100
<b>HKU</b>	-	100,000	100,000	42,100

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

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

17 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
 INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB424**

Question Serial No.

3086

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 the respective number of hostel places provided and in shortfall by each UGC-funded institution for local and non-local students in the 2010/11 academic year.

Asked by:    Hon. LEE Wai-king, Starry

Reply:

The supply and projected shortfall of publicly-funded hostel places in the University Grants Committee (UGC)-funded institutions in the 2010/11 academic year are as follows –

<b>Institutions</b>	<b>No. of publicly-funded hostel places available/under construction</b>	<b>Shortfall under 10% non-local student quota</b>	<b>Shortfall under 20% non-local student quota</b>
City University of Hong Kong	3 486	1 188	2 102
Hong Kong Baptist University	1 711	559	997
Lingnan University <sup>1</sup>	1 300	-	-
The Chinese University of Hong Kong	5 655	554	1 575
The Hong Kong Institute of Education <sup>1</sup>	2 000	-	-
The Hong Kong Polytechnic University	4 654	413	1 592
The Hong Kong University of Science and Technology	3 707	172	738
The University of Hong Kong	5 692	239	1 225
<b>Total</b>	<b>28 205</b>	<b>3 125</b>	<b>8 229</b>

The above figures have taken into account the needs of both local and non-local students. Following the announcement of the policy to double the quota of non-local students from 10% to 20% of approved student number targets for UGC-funded taught programmes, institutions are recruiting progressively more non-local students. The actual enrolment of non-local students in the eight UGC-funded institutions in the 2010/11 academic year was 10.1% of the approved student number targets for the UGC-funded taught programmes. We have also included in the table the estimated hostel shortfall should institutions fully utilise the quota for non-local students which is 20% of the approved student number targets for the UGC-funded taught programmes.

<sup>1</sup> Government's policy is to provide Lingnan University with publicly-funded 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. The Hong Kong Institute of Education is provided with hostel places for 50% of its full-time degree student population projected at the time of the establishment of the Institute. The increase of non-local student quota from 10% to 20% of the approved student number targets does not affect the provision of hostel places to these two institutions.

The UGC will continue to work with institutions and the Administration to identify sites and to seek the necessary funding support for new hostel projects through the established mechanism.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB425**

Question Serial No.

3087

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 2011/12 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 2010/11 academic year.

Asked by:    Hon. LEE Wai-king, Starry

Reply:

A breakdown by institution and programme of the number of Year 2 and Year 3 undergraduate places funded by the University Grants Committee (UGC) for articulation by sub-degree graduates, for the 2011/12 academic year, is set out at **Annex A**. As institutions do not maintain separate accounting for these senior year places, their corresponding expenditure is not available.

The number of self-financing Year 2 and Year 3 undergraduate places run by UGC-funded institutions (including their continuing education arms) for articulation by sub-degree graduates and the tuition fees in the 2010/11 academic year are at **Annex B**.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011

**Approved Senior Year Undergraduate Places (in full-time equivalent term)  
of UGC-funded programmes in the 2011/12 Academic Year**

Institution	Programme	2011/12	
		Year 2	Year 3
CityU	Bachelor of Arts	149	149
	Bachelor of Business Administration	286	286
	Bachelor of Engineering	31	31
	Bachelor of Science	62	62
	Bachelor of Social Sciences	156	156
	<b>Sub-total</b>	<b>684</b>	<b>684</b>
HKBU	Bachelor of Arts	59	59
	Bachelor of Business Administration	42	42
	Bachelor of Science	31	31
	Bachelor of Social Sciences (including Bachelor of Social Work)	46	46
	<b>Sub-total</b>	<b>178</b>	<b>178</b>
LU	Bachelor of Arts	52	52
	Bachelor of Business Administration	44	44
	Bachelor of Social Sciences	28	28
	<b>Sub-total</b>	<b>124</b>	<b>124</b>
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	15	15
	Bachelor of Social Sciences	6	6
	<b>Sub-total</b>	<b>155</b>	<b>155</b>
PolyU	Bachelor of Arts	226	226
	Bachelor of Business Administration	48	48
	Bachelor of Business Administration/Bachelor of Science	85	85
	Bachelor of Engineering	93	93
	Bachelor of Science	242	242
	<b>Sub-total</b>	<b>694</b>	<b>694</b>
HKUST	Bachelor of Engineering	57	57
	<b>Sub-total</b>	<b>57</b>	<b>57</b>
HKU	Bachelor of Arts	27	27
	Bachelor of Science	48	48
	Bachelor of Social Sciences	20	20
	<b>Sub-total</b>	<b>95</b>	<b>95</b>
<b>Total</b>		<b>1 987</b>	<b>1 987</b>

CityU City University of Hong Kong

LU Lingnan University

PolyU The Hong Kong Polytechnic University

HKU The University of Hong Kong

HKBU

CUHK

HKUST

Hong Kong Baptist University

The Chinese University of Hong Kong

The Hong Kong University of Science and Technology

The Hong Kong Institute of Education does not have any senior year undergraduate places.

**Number of Places and First Year Tuition Fee of  
Full-time Self-financing Top-Up Degree Programmes  
by UGC-funded Institution and Programme, 2010/11**

UGC-funded Institution	Self-financing Programme	2010/11	
		Number of places at intake level	First Year Tuition Fee
CityU	Bachelor of Arts	134	\$75,000
	Bachelor of Science	120	\$71,400 - \$75,000
	Bachelor of Social Sciences	80	\$75,000
HKBU	Bachelor of Arts	60	\$63,000
	Bachelor of Commerce	190	\$63,000
	Bachelor of Social Sciences	230	\$63,000
LU	Bachelor of Arts	12	\$80,000
	Bachelor of Business Administration	17	\$80,000
	Bachelor of Social Sciences	11	\$80,000
HKIEd	Bachelor of Health Education	30	\$63,000
PolyU	Bachelor of Arts	865	\$57,000 - \$60,000
	Bachelor of Business Administration	160	\$71,400
	Bachelor of Engineering	110	\$65,100 - \$68,250
	Bachelor of Science	135	\$73,200 - \$75,600

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB426

Question Serial No.

3088

Head: 190 University Grants Committee    Subhead (No. & title):

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question:

Regarding the \$112.4 million of Language Enhancement Grants to be provided for the University Grants Committee (UGC)-funded institutions in 2011/12 academic year to enhance the language proficiency of local university students, how will the institutions ensure the best use of such resources?

Asked by:    Hon. LEE Wai-king, Starry

Reply:

Language Enhancement Grants (LEGs) provide additional support to University Grants Committee (UGC)-funded institutions in promoting students' language proficiency in both English and Chinese (including Putonghua). According to institutions, they will continue to make use of the LEGs and other funding sources in the 2011/12 academic year for organising various language enhancement activities to help improve students' language proficiency. These include more formal language enhancement courses and programmes offered by language departments or language centres, some for specific target groups such as first-year students and non-local students. Institutions are also making use of the grants to provide extra-curricular activities such as language study tours/immersion programmes. In addition, some institutions are using LEGs for developing e-learning and web-based tools to enhance students' interest and capability in self-learning, language diagnostic tests to identify students' weaknesses in terms of language proficiency, so that more targeted efforts can be made to improve their language capability. We also note that institutions will make use of the grants to develop and pilot new language courses for the four-year normative curriculum under the new academic structure.

Institutions are required to assess and report annually to the UGC the effectiveness of their language enhancement activities supported by the LEGs and other funding sources.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB427**

Question Serial No.

3581

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 making the allocation of research funding more competitive, has the government worked out other ways to allocate research funding? What is the estimated amount of funding subject to competitive allocation?

Asked by:    Hon. CHAN Tanya

Reply:

While the goal of the UGC is to make the allocation of research funding more competitive, the UGC fully understands the need to introduce changes in a measured way which enhances research excellence in Hong Kong. Firstly, the introduction of competitive elements in the allocation of research postgraduate places will be gradual, with roughly half of such places allocated competitively by 2016/17. We shall use a range of competitive elements to guide the allocation. By 2016/17, 2 805 of the 5 595 research postgraduate places will be allocated based on competition, while 2 790 places will continue to be allocated on a historical basis as before.

Secondly, the UGC's long term goal is to transfer about 50% of the Research portion of the Block Grant over a nine year period to the RGC, and the transferred funding will be allocated as indirect costs or on-costs associated with RGC projects. Such funding won by an institution will still be at the disposal of the Head of Institution, who will have full discretion to decide how to allocate the funds within the institution. In this way, the real costs of doing research are properly identified and funded to a greater extent. The other 50% funding of the Research portion of the Block Grant will continue to be allocated based on another assessment – presently the Research Assessment Exercise. The UGC is still deliberating on the level and pace of transfers, and the specific amounts to be transferred during the 2012/13 to 2014/15 triennium will be determined later in 2011.

The estimated amount of funding in 2011/12 for the Research portion of the Block Grant is about \$2.7 billion while that for research postgraduate places is \$1.5 billion. According to UGC's plan, the amount of funding eventually to be transferred to a competitive means will thus be roughly \$1.3 billion for the Research portion of the Block Grant and \$0.75 billion for research postgraduate places.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

15 March 2011



Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

EDB428

Question Serial No.

3582

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 Council 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 the 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. The UGC publishes all its major reports (e.g. “*Aspirations for the Higher Education System in Hong Kong*” report), organizes consultation forums for its stakeholders on specific topics (e.g. Higher Education Review 2010), produces an Annual Report on its work in the past year, announces details of major initiatives through press briefings and press releases, and provides a wealth of relevant up-to-date information and statistics on its website <[www.ugc.edu.hk/eng/ugc/index.htm](http://www.ugc.edu.hk/eng/ugc/index.htm)> and its Blog.

In addition, the UGC meets student representatives of all its funded institutions every year, to listen to their views concerning higher education. The UGC also meets students when visiting institutions, which we last did in January 2011. In the last two years, the Chairman of UGC also took the initiative to meet with members of the Senates/Academic Boards, and on a separate occasion, the Faculty Deans and Department Heads of all the eight UGC-funded institutions, to brief them on the latest work of the UGC and exchange views.

The RGC issues an annual report on its work in the past calendar year for distribution to its stakeholders, and issues press releases. The Chairman of RGC convenes press conferences 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 <[www.ugc.edu.hk/eng/rgc/index.htm](http://www.ugc.edu.hk/eng/rgc/index.htm)> 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 <[www.ugc.edu.hk/eng/qac/index.htm](http://www.ugc.edu.hk/eng/qac/index.htm)> the audit reports on individual UGC-funded institutions. Publication of the reports meets public expectations that the institutions are accountable and the audit process is transparent. The QAC will also share the audit report on individual UGC-funded institutions with other institutions and stakeholders in the post-secondary education sector 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 in the overall operational expenses of the UGC Secretariat.

Signature	_____
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB429**

Question Serial No.

3761

Head: 190 University Grants Committee    Subhead (No. & title): 000 Operational expenses

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question: The estimate for Grants to University Grants Committee-funded institutions for 2011-12 is \$10,595.6 million, which is 2.4% less than the actual provision for 2009-10. What are the reasons behind the decrease?

Asked by:    Hon. Paul Chan Mo-po

Reply:

The 2.4% decrease in Grants to University Grants Committee (UGC)-funded institutions for 2011-12 when compared with the actual expenditure in 2009-10 is mainly due to two reasons. First, there has been a change in the source of funding for research projects under the Research Grants Council. Starting from the 2010/11 academic year, the bulk of the research projects have been funded by the investment income of the Research Endowment Fund instead of grants to UGC-funded institutions. Second, the 2011-12 estimate reflects the full year effect of the 2009 civil service pay cut which took effect from 1 January 2010. The overall decrease is however partly offset by an increase in funding for the phasing in of additional research postgraduate places.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Michael V Stone

Post Title \_\_\_\_\_ Secretary-General, University Grants Committee

Date \_\_\_\_\_ 16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB430**

Question Serial No.

3762

Head: 190 University Grants Committee    Subhead (No. & title): 000 Operational expenses

Programme:                    University Grants Committee

Controlling Officer:    Secretary-General, University Grants Committee

Director of Bureau :    Secretary for Education

Question: How are the recurrent subventions, Language Enhancement Grants, Teaching Development Grants, research grants and grants for Areas of Excellence research projects (listed in Volume IB, p. 400) reflected in the operational expenses (Volume IB, p.405)?

Asked by:    Hon. Paul Chan Mo-po

Reply:

The recurrent subventions, Language Enhancement Grants, Teaching Development Grants, research grants and grants for Areas of Excellence research projects listed on page 400 of Volume 1B of the Estimates are all included under the title 'Subventions' under 'Subhead 000 Operational Expenses' on page 405. It should be noted that the amount of subventions and grants shown on page 400 are presented on the basis of academic year running from 1 July to 30 June whereas those on page 405 are presented on the basis of the government financial year running from 1 April to 31 March.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Michael V Stone

Post Title \_\_\_\_\_

Secretary-General, University Grants Committee

Date \_\_\_\_\_

16 March 2011

Examination of Estimates of Expenditure 2011-12  
**CONTROLLING OFFICER'S REPLY TO  
INITIAL WRITTEN QUESTION**

Reply Serial No.

**EDB431**

Question Serial No.

3833

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:

To support the implementation of the “3+3+4” reform, how many additional student hostel places are expected to be provided for the various institutions by the Government? In addition to student hostels, what other capital works projects need to be implemented? Please provide the details, expenditure, manpower as well as the commencement and completion dates of all of the projects.

Asked by:    Hon. PAN Pey-chyou

Reply:

The Legislative Council has approved funding for the University Grants Committee (UGC)-funded institutions to carry out 12 capital projects necessary for the implementation of the new four-year academic structure (NAS). These will provide additional space and facilities for the 15 000 additional students involved, to provide a suitable learning environment in support of the new academic programmes. Among these 12 projects, Lingnan University’s “New student hostel” will provide 300 publicly-funded hostel places<sup>Note</sup>. The details of all NAS-related projects are provided at **Annex**.

Apart from the 12 NAS-related projects, there are five hostel projects under construction. The Legislative Council has approved around \$2 billion for these five hostel projects. These projects will provide some 6 300 publicly-funded hostel places.

It is estimated that the UGC-funded institutions’ need for publicly-funded hostel places will increase by some 1 800 due to the implementation of the NAS under 10% quota for non-local students. Institutions will require another 1 400 places if they fully utilise the 20% quota for non-local students.

<sup>Note</sup>    The project also includes 300 privately-funded hostel places.

Signature	
Name in block letters	Michael V Stone
Post Title	Secretary-General, University Grants Committee
Date	16 March 2011

**“NAS”-related Capital Works Projects of UGC-funded Institutions**

Project Code	Project Title	Institution <sup>1</sup>	Space to be provided (in net operational floor area) (m <sup>2</sup> )	Approved Project Estimate (\$ million)	Works Start Date	Latest Estimated Project Completion Date	Estimated Job Creation
8024EJ	Academic and administration building	CityU	20 500	888.5	Oct-09	Jun-12/ Sep-12 <sup>2</sup>	454 labourers and 52 professional/technical staff
8020EH	Baptist University Road campus development <sup>3</sup>	HKBU	19 715	945.1	May-09	Aug-12	350 labourers and 40 professional/technical staff
8005EU <sup>4</sup>	New academic block	LU	2 980	216.0	Jul-09	Dec-11	90 labourers and 10 professional/technical staff
	New student hostel						
8049EF	Student amenity centre	CUHK	4 120	206.5	Mar-09	Jul-12	111 labourers and 14 professional/technical staff
8050EF	Extension to the existing University Library at Central Campus	CUHK	6 170	251.7	Jul-09	Dec-11	130 labourers and 15 professional/technical staff
8051EF	An integrated teaching building	CUHK	4 300	176.0	Mar-10	May-12	110 labourers and 15 professional/technical staff
8052EF	Centralized general research laboratory complex (block 1) in Area 39	CUHK	9 860	455.8	Oct-09	Jan-12	170 labourers and 20 professional/technical staff
8026EK	Phase 8 development	PolyU	25 600	1,337.4	Aug-09	Aug-12	355 labourers and 45 professional/technical staff
8010EL	New academic building	HKUST	12 460	668.5	Dec-09	Apr-12	250 labourers and 30 professional/technical staff
8011EL	Extension to the existing Academic Building <sup>5</sup>	HKUST	3 000	116.1	Jan-09	Jun-11	65 labourers and 8 professional/technical staff
8054EG	Centennial Campus, phase 1	HKU	22 750	1,099.8	Sep-09	Mar-12	324 labourers and 40 professional/technical staff
<b>Total</b>			<b>131 455</b>	<b>6,361.4</b>			

**Notes:**

- 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
- Teaching facilities will be completed in June 2012.
- The project consists of phase 1 to provide additional space of some 8 268 m<sup>2</sup> in net operational floor area to support the implementation of the NAS and phase 2 to provide some 11 447 m<sup>2</sup> 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.
- 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 (300 publicly-funded hostel places).
- 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.

**EDB432**

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

0884

Head: 160 – Radio Television  
Hong Kong

Subhead  
(No. & title):

Programme: (3) School Education Television Programme

Controlling Officer: Director of Broadcasting

Director of Bureau: Secretary for Education

Question: Regarding school education television this year, besides broadcasting on television will programmes be recorded on VCDs/DVDs for distribution to schools? If yes, what are the estimated quantities of such discs? If not, what are the reasons?

Asked by: Hon. CHAN Mo-po, Paul

Reply: Apart from broadcasting on television, the Education Bureau will distribute 130 ETV programmes via 28 DVDs to primary schools and 89 ETV programmes via 24 DVDs to secondary schools. A total of about 120,000 DVDs will be produced for distribution to schools this year.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Gordon LEUNG

Post Title \_\_\_\_\_

Acting Director of Broadcasting

Date \_\_\_\_\_

14.3.2011

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

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: It is mentioned in the Matters Requiring Special Attention in 2011-12 that during the year, the Office of the Government Chief Information Officer (OGCIO) will launch the Internet Learning Support Programme to provide affordable Internet access and computers together with complementary training and support services to needy students and their parents. What are the details of the Programme? Please state the expenditure and manpower involved.

Asked by: Hon. IP Kwok-him

Reply: We will engage two Implementers, namely the Hong Kong Council of Social Service and the eInclusion Foundation Limited, to implement the programme. Of the \$220 m budgeted for this initiative, the Implementers will each be allocated a total of \$100 m over a five-year period from 2011-12 to 2015-16 to implement the programme in two geographical zones divided on the basis of the spread of eligible families. OGCIO will coordinate matters such as territory-wide promotion, verification of students' eligibility, monitoring and reporting, etc. and will review the implementation arrangements in two years.

OGCIO is drawing up service standards and performance targets which the Implementers are expected to deliver. These include, for instance, speed and up-time of Internet access service, minimum configuration and software bundle of computer equipment, availability of technical support (through hotline helpdesk, customer support centre, usage support at home), student and parent training, social support, handling of complaints and referral arrangements between the two Implementers. We will also set performance targets on number of beneficiaries and conversion of non-users to Internet users, number of training sessions and number of user support sessions, as a basis to monitor the effectiveness and performance of the Implementers. We aim at agreeing the service standards and performance targets for finalising the Funding and Operation Agreement with the Implementers by April 2011. This will enable the



Implementers to identify service partners and work out offers with Internet service providers and computer suppliers in time for programme roll-out before September 2011.

OGCIO will create two new posts for a duration of three years in 2011-12 to cope with the increased workload arising from the programme. The staff cost involved will be about \$1.5 m per annum.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Stephen Mak

Post Title \_\_\_\_\_ Government Chief Information Officer

Date \_\_\_\_\_ 14.3.2011

**EDB434**

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

Question Serial No.

3256

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:
- (a) What measures will be taken by the Government to help the low-income families conduct web-based learning? What is the budget for that?
  - (b) What measures will be taken by the Government to provide the low-income families with computers and peripheral equipment? What is the expenditure involved?

Asked by: Hon. CHAN Tanya

Reply:

- (a) In the 2010-11 Budget, the Financial Secretary announced a two-pronged strategy to assist students from low-income families in undertaking web-based learning at home through provision of an Internet access subsidy and an Internet Learning Support Programme. The Finance Committee approved a start-up capital of \$500 m for these two initiatives at its meeting on 28 May 2010.

The Government introduced the Subsidy Scheme for Internet Access Charges with effect from the 2010/2011 school year for families with children who are full-time students receiving education at primary or secondary level and are eligible for the flat-rate grant for School-related Expenses (SRE) under the Comprehensive Social Security Assistance (CSSA) Scheme, or families with children who are full-time primary and secondary students and can pass the existing means test for receiving financial assistance under the Student Financial Assistance Agency (SFAA). It provides a flat-rate cash grant of up to \$1,300 a year to reduce the burden of these families in meeting the Internet access charges for e-learning at home by their children. The provision for the

2010/2011 school year was about \$280 m. The subsidy scheme runs on a recurrent basis and the Education Bureau will review the subsidy rate in each school year with reference to the latest prices of Internet access services in the market.

On the other hand, the Office of the Government Chief Information Officer (OGCIO) is making preparations to implement a five-year Internet Learning Support Programme to assist eligible families in acquiring affordable computers and Internet access service and provide them with technical and social support at a budget of \$220 m.

- (b) We will engage two Implementers, namely the Hong Kong Council of Social Service and the eInclusion Foundation Limited, to implement the programme. Of the \$220 m budgeted for this initiative, the Implementers will each be allocated a total of \$100 m over the five-year period from 2011-12 to 2015-16 to implement the programme in two geographical zones divided on the basis of, the spread of eligible families. OGCIO will reserve \$20 m as central provision for the programme. We will review the implementation arrangement two years after rollout.

The two Implementers will assist eligible families in acquiring suitable and affordable computer, associated peripherals and Internet access services, and provide them with free user and social support services. To this end, the Implementers are now working out offers and flexible payment options for eligible families with Internet service providers, computer suppliers and banks.

Signature \_\_\_\_\_

Name in block letters Stephen Mak

Post Title Government Chief Information Officer

Date 14.3.2011

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

**EDB435**

Question Serial No.

3330

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: It is mentioned in this Programme that the provision of \$73.2 m will be allocated as the first-year expenditure of the Internet Learning Support Programme for primary and secondary school students and their parents to acquire Internet access service and computers. Please provide information on the following:

- (a) Has the Administration established any mechanism and set out any criteria for students or their families to apply for acquiring Internet access service and computers?
- (b) What are the respective numbers of primary and secondary school students who will benefit from the programme?
- (c) What is the amount of Internet access subsidy for students?
- (d) What are the respective estimated numbers of primary and secondary students who need to acquire computers?
- (e) How much will each applicant receive for acquiring computer?
- (f) It is mentioned in the programme that complementary training and support services will be provided. What are the specific measures in this regard?

Asked by: Hon. TONG Ka-wah, Ronny

Reply: (a) The objective of the 5-year Internet Learning Support Programme is to assist students from low-income families in acquiring affordable computers and Internet access service and provide user and social support for them. The total funding allocation for the five-year programme is \$220 m. All families eligible for the assistance under the Subsidy Scheme for Internet Access Charges can apply to acquire Internet access service and computers through the programme. These families include those families with children who are full-time students receiving education at primary and secondary levels and –

- (i) are eligible for the flat-rate grant for School-related Expenses under the Comprehensive Social Security Assistance (CSSA) Scheme; or
  - (ii) pass the existing means test of the Student Financial Assistance Agency (SFAA).
- (b) According to our research in 2009, about 410 000 students, including about 151 000 primary students and 256 000 secondary students, were eligible for the programme at that time.
- (c) The Government introduced the Subsidy Scheme for Internet Access Charges with effect from 2010/2011 school year to provide the above eligible families with a flat-rate cash grant of up to \$1,300 a year to assist them in meeting the Internet access charges for e-learning at home by their children. CSSA families will receive a full subsidy of \$1,300 a year, while families passing the existing means test of SFAA will receive the subsidy at full rate (\$1,300) or half rate (\$650), depending on the outcome of their means test. The provision for the 2010/2011 school year was about \$280 m. The Education Bureau will review the subsidy rate in each school year with reference to the latest prices of Internet access services in the market. Moreover, the Government will implement the Internet Learning Support Programme before the commencement of next school year (2011/2012 school year) to assist eligible families in acquiring affordable computers and Internet access service and provide user and social support for them.
- (d) According to our research in 2009, there were about 13% of the eligible students whose families had not acquired any computer. While all eligible families may enjoy the service and product offers provided by the Implementers of the programme, they may decide whether they will apply to acquire computers through the programme according to their actual needs.
- (e) The programme aims to assist eligible students in acquiring suitable and affordable computers. The Implementers are now working out offers and flexible payment options for eligible families with Internet service providers, computer suppliers and banks, and will announce the product offers and the purchasing details upon programme roll-out.
- (f) In order to assist students from low-income families in undertaking web-based learning at home, the two Implementers will provide user and social support for these students and their parents through hotline helpdesk, customer support centre, usage support at home, etc., and develop suitable training programmes for them.

Signature \_\_\_\_\_

Name in block letters Stephen Mak

Post Title Government Chief Information Officer

Date 14.3.2011

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

**EDB436**

Question Serial No.

3331

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: It is mentioned in the Programme that the Internet Learning Support Programme will be implemented through a non-recurrent commitment of \$220 m. Please provide information on the following:

- (a) How is the above commitment allocated?
- (b) Is there any restriction on the number of years?
- (c) Will the Office of the Government Chief Information Officer (OGCIO) consider extending the programme to tertiary students?

Asked by: Hon. TONG Ka-wah, Ronny

- Reply:
- (a) We will engage the Hong Kong Council of Social Service and the eInclusion Foundation Limited to implement the Internet Learning Support Programme. Of the \$220 m budgeted for this initiative, the two Implementers will each be allocated a total of \$100 m over the five-year period from 2011-12 to 2015-16 to implement the programme in two geographical zones divided on the basis of the spread of eligible families. The OGCIO will reserve \$20 m as central provision for the programme.
  - (b) This is a five-year programme and the two Implementers will each be allocated the required provision on a regular basis over the five-year period from 2011-12 to 2015-16. The yearly allocation is subject to the Funding and Operation Agreements with the Implementers, and OGCIO's acceptance of their annual business plans and performance reports. We will review the implementation arrangements in two years.
  - (c) The programme aims to assist primary and secondary students from low-income families in undertaking web-based learning at home. The current funding provision does not cover tertiary students.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Stephen Mak \_\_\_\_\_

Post Title \_\_\_\_\_ Government Chief Information Officer \_\_\_\_\_

Date \_\_\_\_\_ 14.3.2011 \_\_\_\_\_

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

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: The Administration will create 2 posts in 2011-12. What are the rank, salary and duties of these posts?

Asked by: Hon. TONG Ka-wah, Ronny

Reply: The Office of the Government Chief Information Officer will create two posts for a duration of three years in 2011-12 to cope with the increased workload arising from the Internet Learning Support Programme. The salary cost involved is about \$1.5 m per annum. Details are as follows:

<b>Post</b>	<b>Duties</b>	<b>Annual Salary Expenditure (\$ million)</b>
1 Senior Systems Manager	To assist in supervising and managing the operational performance of the two Implementers and the overall progress of the programme to ensure proper use of government funding for achieving the expected outcomes.	1
1 Analyst/Programmer I	To provide support in the monitoring and management of service development, rollout of the programme as well as operational performance of the two Implementers.	0.5
	Total	1.5



Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_ Stephen Mak \_\_\_\_\_

Post Title \_\_\_\_\_ Government Chief Information Officer \_\_\_\_\_

Date \_\_\_\_\_ 14.3.2011 \_\_\_\_\_

Examination of Estimates of Expenditure 2011-12

Reply Serial No.

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

**EDB438**

Question Serial No.

0905

Head : 708

Subhead (No. & title) : Education Subventions

Capital Subventions and

Major Systems and Equipment

Programme : Capital Works Reserve Fund

Controlling Officer : Permanent Secretary for Education

Director of Bureau : Secretary for Education

Question :

In response to my question on the Estimates for 2009-10 concerning finalizing the accounts for the construction of the Private Independent Schools covered by programmes 87EB, 37EC, 44EC and 46EC, the Government advised that it was premature to presume that there would be delay in finalizing those accounts but that nevertheless it had already written to the school sponsoring bodies concerned urging them to finalize the accounts as early as practicable. It is noted that the expenditure is budgeted for all these projects in 2011-12. Will the Government advise this Committee of the current position with regard to the accounts for each of these projects?

Asked by : Hon. LI Kwok-po, David

Reply :

The Private Independent School projects are subvented projects, with capital works delivered by school sponsoring bodies. School sponsoring bodies of projects 87EB, 44EC and 46EC have submitted draft final accounts for vetting by Architectural Services Department in the 2010-11 financial year, while that of project 37EC would submit draft final accounts by April 2011. The accounts of these projects will be finalized after the Architectural Services Department has finished vetting the payment claims.

Signature \_\_\_\_\_

Name in block letters \_\_\_\_\_

Mrs Cherry Tse

Post Title \_\_\_\_\_

Permanent Secretary for Education

Date \_\_\_\_\_

11 March 2011