

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

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

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**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

S-EDB01

Question Serial No.

Head: 156 Government Secretariat:  
Education Bureau

Subhead (No. & title):

S012

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

According to the Education Bureau's reply to my question (Reply Serial No. EDB036), there has been a substantial increase in the number of cross-boundary students attending local primary schools and kindergartens in 2011-12. In his oral reply to my question, the Secretary for Education also indicated that the Administration would re-open village schools and schools in boundary areas. In this connection, will the Administration inform this Committee:

1. of the number of primary school places to be created by the re-opening of schools in boundary areas/village schools in the next 5 years by district; and
2. whether it will consider setting up new primary schools if there are insufficient primary school places to cater for the increase in the number of students?

Asked by: Hon. CHEUNG Kwok-che

Reply:

- (1) The feasibility of and the lead time required for disposal of vacant school premises for school use depend on a number of factors including land status of the site where the school premises is located, accessibility, physical condition of the premises, as well as the facilities available in the premises. It is noteworthy that most of the vacant school premises in the North district are ex-rural school premises most of which have fewer than 10 classrooms and are remotely located. They have been returned to the Government. In view of the demand for primary school places in the North district, we would examine if any one of these vacant premises may have the potential for recycling to cater for the short-term need of existing schools for additional classrooms. Should any such premises be identified, we would conduct feasibility study and if any of them is found suitable, we would make arrangements in accordance with the established procedure and relevant land policies.
- (2) We have commenced the technical feasibility study for a new primary school project in the North district with a view to meeting local demand as soon as practicable. We would continue to closely monitor the demand and supply of public sector school places in different districts and take timely measures to increase the provision of places as necessary.

Signature: \_\_\_\_\_

Name in block letters: Mrs Betty Ip

Post Title: Ag. Permanent Secretary for Education

Date: 15 March 2012

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

S-EDB02

Question Serial No.

SV017

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:

Member enquired about the lead time required for re-opening of vacant schools and the number of additional school places thus created to cater for cross-boundary students.

Asked by: Hon. CHEUNG Kwok-che

Reply:

The feasibility of and the lead time required for disposal of vacant school premises for school use depend on a number of factors including land status of the site where the school premises is located, accessibility, physical condition of the premises, as well as the facilities available in the premises. It is noteworthy that most of the vacant school premises in the North district are ex-rural school premises most of which have fewer than 10 classrooms and are remotely located. They have been returned to the Government. In view of the demand for primary school places in the North district, we would examine if any one of these vacant premises may have the potential for recycling to cater for the short-term need of existing schools for additional classrooms. Should any such premises be identified, we would conduct feasibility study and if any of them is found suitable, we would make arrangements in accordance with the established procedure and relevant land policies.

Signature: \_\_\_\_\_

Name in block letters: \_\_\_\_\_ Mrs Betty Ip

Post Title: \_\_\_\_\_ Ag. Permanent Secretary for Education

Date: \_\_\_\_\_ 14 March 2012

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

**S-EDB03**

Question Serial No.

SV020

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:

Member enquired about the criteria for selection of non-governmental organisations to organise the Mainland learning and exchange activities and programmes funded by the Administration.

Asked by: Hon. EU Yuet-mee, Audrey

Reply:

The Education Bureau (EDB) invited through open quotation those non-government organisations (NGOs) with relevant experience in organising Mainland learning and exchange activities and programmes. The quotation will be assessed in accordance with the standard store and procurement regulations applicable to all government purchases. Besides, EDB operated the "Passing on the Torch" programmes under which NGOs sought sponsorship from the Government for organising Mainland learning and exchange programmes. These programmes were assessed on their relevancy to the school curriculum and cost-effectiveness.

Signature: \_\_\_\_\_

Name in block letters: Mrs Betty Ip

Post Title: Permanent Secretary for Education (Ag)

Date: 16 March 2012

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

**S-EDB04**

Question Serial No.

Head: 156 Government Secretariat:  
Education Bureau

Subhead (No. & title):

S009

Programme: (4) Special Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

It is noted that at least 2 special schools do not have adequate fireman's access for immediate evacuation of students from the school premises in case of emergency. They are SAHK Ko Fook Iu Memorial School and Chi Yun School. Why are there no land and resources to save students from the danger of failing to be evacuated in time in the event of fire? Is there any comprehensive inspection of all 60 special schools to see if the fire services facilities in their school premises meet the requirements applicable to students with disabilities? How many schools meet the requirements and how many do not? For schools not meeting the requirements, what is the expected time of their reprovisioning?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

The proposed premises of all schools, including aided special schools, are required to meet the fire services requirements, among others, before they can be registered as school premises. All new schools, including special schools, constructed after 1997 fully meet the requirements stipulated in the Design Manual on Barrier Free Access 1997 or the respective updated version. The Manual requires all new buildings to be designed with accesses which cater for the needs of people with disabilities. To implement Government's policy to provide people with disabilities with barrier free access and facilities, lifts were provided, where feasible, to public sector schools, including special schools, which did not have lifts, through the second and later phases of the School Improvement Programme.

The Education Bureau reviews regularly the needs of the special schools for redevelopment or reprovisioning having regard to the existing physical conditions of schools, supply and demand of school places, possible ways to improve the school premises and the priority of resource utilisation. It should be noted that there are various means to improve the physical conditions of special schools, including conversion works, use of vacant school premises and redevelopment. Reprovisioning is one of the possible means. In view of the limited supply of land and competing demands, the Administration has to consider cautiously the deployment of land resources and balance the needs of various stakeholders.

Signature: \_\_\_\_\_

Name in block letters: Mrs Betty Ip

Post Title: Ag. Permanent Secretary for Education

Date: 16 March 2012

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

**S-EDB05**

Question Serial No.

Head: 156 Government Secretariat:  
Education Bureau

Subhead (No. & title):

**S010**

Programme: (2) Primary Education

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

The Bureau commissioned a professor of the University of Cambridge to conduct a Study on Small Class Teaching (SCT). According to the study report, there should be inter-school sharing of pedagogical issues for teachers from time to time during the initiation stage of SCT. Will the Bureau please advise: how many resources will be allocated to schools for these sharing activities? Is there any quantitative target, such as the number of hours teachers can spend on inter-school sharing, and is there any timetable for providing training on SCT for all serving teachers? If yes, what is the timetable?

Asked by: Hon. HO Sau-lan, Cyd

Reply:

We will continue to organise in 2012-13 various professional development activities in order to further support schools and teachers in their implementation of small class teaching. These include learning circles, in-service training courses for teachers with provision of supply teachers for schools as appropriate, as well as other experience-sharing activities such as study tours, workshops, seminars, etc. Both inter- and intra-school activities have been included in the various modes of the above professional development programmes with a view to facilitating a paradigm shift in pedagogy to optimise the benefits of small class teaching. The professional training and support activities will spread over a period of six years as from 2009-10 and the total estimated expenditure is about \$218 million. For planning purpose, we have earmarked an estimated expenditure of \$36 million in 2012-13. The actual expenditure to be incurred will depend on, among other factors, the number of schools and teachers participating in the various activities and the year-on-year estimated expenditure will be adjusted accordingly. Instead of putting the onus of sourcing and monitoring the training on the schools, we commission various tertiary institutions to render training apt to the needs of the schools in addition to tapping the professional expertise of different divisions in EDB. This could also help optimise the use of resources and facilitate experience sharing among as many schools as possible at a time as there are similarities in schools' needs. On the other hand, schools and teachers will attend the professional development activities to meet their needs, if any. As such, we have not set the number of hours teachers can spend on inter-school sharing and the timetable for providing training on SCT for all serving teachers.

Signature: \_\_\_\_\_

Name in block letters: Mrs Betty Ip

Post Title: Ag. Permanent Secretary for Education

Date: 15 March 2012

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

Reply Serial No.

**S-EDB06**

Question Serial No.

**SV018**

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:

Member enquired about the total financial provisions for the School-based Educational Psychology Service in 2011-12 and 2012-13.

Asked by: Hon. HO Sau-lan, Cyd

Reply:

The total estimated expenditure on the provision of School-based Educational Psychology Service for public sector primary and secondary schools in the 2011/12 and 2012/13 school years are \$41.5 million and \$51.7 million respectively.

Signature: \_\_\_\_\_

Name in block letters: Mrs Betty Ip

Post Title: Ag. Permanent Secretary for Education

Date: 14 March 2012

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

S-EDB07

Question Serial No.

S011

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 reply (EDB172) on the establishment of an International Cuisine College, please provide information on the following:

- (a) the duration and hours of both the full-time and part-time programmes;
- (b) the Administration's publicity and promotion measures to attract youth and in-service personnel to enroll in the programmes as well as the estimated expenditure to be incurred;
- (c) the Administration's estimation of the pathways for students upon completion of the programmes and the employment of these graduates by the catering sector; and
- (d) the Administration's estimation of the respective percentages of teaching professionals to be recruited locally and from overseas in the 50 additional teaching staff required for the College.

Asked by: Hon. PAN Pey-chyou

Reply:

- (a) The International Cuisine College (ICC) plans to offer a wide array of programmes leading to qualifications at various levels including higher and professional diploma, diploma and certificate. The duration of ICC programmes would range from a few months to two years, depending on the curriculum content and structure and exit standards to be attained.
- (b) ICC will adopt multiple promotion strategies to reach out to potential students and in-service personnel, including organisation of school visits, talks and seminars, exhibitions, dissemination of promotional materials through media, etc. The estimated expenditure for publicity and promotion will be worked out after detailed action plans are drawn up. However, it is anticipated that this should not constitute a major portion of the total expenditure.
- (c) The hotel and catering industries have been very supportive of training for culinary talents. There are at present over 15 000 catering establishments employing over 200 000 staff in Hong Kong. These establishments are major employers of the graduates from relevant programmes of Vocational Training Council (VTC). Currently, graduates from the Hospitality Industry Training and Development Centre and Chinese Cuisine Training Institute of VTC enjoy an employment rate of over 90%. The future graduates of ICC are expected to be similarly well received by employers.



- (d) Culinary experts will be recruited both locally and from overseas to teach in ICC. Master chefs from overseas will also be invited to Hong Kong as visiting professors to lecture or stage culinary demonstrations on a regular basis. The mix of teachers will depend on the curriculum content and structure of the programmes, expertise required and other relevant considerations. At this stage, ICC has not set a fixed ratio of local and overseas teaching staff.

Signature: \_\_\_\_\_

Name in block letters: \_\_\_\_\_ Mrs Betty Ip \_\_\_\_\_

Post Title: \_\_\_\_\_ Ag. Permanent Secretary for Education \_\_\_\_\_

Date: \_\_\_\_\_ 14 March 2012 \_\_\_\_\_

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

**S-EDB08**

Question Serial No.

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

S008

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Regarding the reply (EDB217) given by the Administration, how many of the non-Chinese speaking (NCS) students need to attend schools in other districts? Has the Administration provided any transport support and complementary measures specifically for these students, and has it considered setting up schools suitable for NCS students and adopting English as the major medium of instruction in remote areas, such as the Islands District? If yes, what are the details and the related expenditure? If no, what are the reasons?

Asked by: Hon. WONG Kwok-hing

Reply:

We are committed to facilitating NCS students to adapt to the local education system and to achieve early integration into the community. Support measures have been progressively implemented since 2006. When selecting schools to be designated schools to develop school-based support measures and supporting teaching materials for NCS students, we have not set a ceiling for the number of designated schools and will consider, among others, the spread of NCS children to ensure that the designated schools can cater for their needs in different districts of Hong Kong. Quite a number of the designated schools use English as the medium of instruction for NCS students while also reinforcing the teaching of Chinese.

Parents (including NCS parents) when selecting schools for their children generally take into account a number of considerations such as the education philosophy and curricular characteristics of the schools, whether the schools are in their vicinity, etc. In this regard, parents (including NCS parents) could make choice to schools in any district according to their own preference under the Discretionary Places Stage and the Unrestricted School Choices of the Central Allocation Stage during the allocation of Secondary 1/Primary 1 places. NCS children joining the Primary 1 school places allocation system have, in addition, the choice of eight public sector primary schools which have traditionally admitted more NCS students but may not be located in districts in their vicinity. As such, we have not collected the number of students (including NCS students) who need to travel to schools in other districts. Eligible needy students including NCS students are provided with travelling subsidies under the Student Travel Subsidy Scheme. Also, we do not have any plans to set up English medium schools for NCS in remote areas such as the Islands District.

Signature: \_\_\_\_\_

Name in block letters: Mrs Betty Ip

Post Title: Ag. Permanent Secretary for Education

Date: 15 March 2012

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

**S-EDB09**

Question Serial No.

SV019

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:

Member enquired about the recurrent provision for Youth College and statistical information on the education and career prospect of graduates of Youth College.

Asked by: Hon. WONG Yuk-man

Reply:

The Youth College (YC) offers vocational education programmes at below sub-degree level for secondary school leavers to help prepare them for employment or further studies. These programmes range from one to three years, and are practice-oriented programmes in a wide range of areas including business, information technology, aircraft maintenance, automotive technology, construction, electrical engineering, building services engineering, digital electronic technology, telecommunications support, fashion textile design and merchandising, jewellery arts and design, print media, hairdressing, and beauty care. They are flexibly structured with a balanced curriculum of both generic and vocational modules, allowing for multiple-entry and multiple-exit points and catering for the diverse learning needs of the students. There are at present seven campuses supporting the operation of YC.

In the 2009/10 and 2010/11 academic years, about 6 400 and 6 500 students enrolled in YC. The recurrent subvention was about \$400 million and \$450 million respectively. In the 2009/10 academic year, about 3 200 students graduated from YC. 70% of them pursued further studies and 86% of the remaining graduates secured employment. In the 2010/11 academic year, about 3 250 students graduated from YC. 75% of them pursued further studies and 92% of the remaining graduates secured employment.

Signature: \_\_\_\_\_

Name in block letters: Mrs Betty Ip

Post Title: Ag. Permanent Secretary for Education

Date: 14 March 2012

**CONTROLLING OFFICER'S REPLY TO  
SUPPLEMENTARY QUESTION**

**S-EDB10**

Head: 47 – Government Secretariat :  
Office of the Government  
Chief Information Officer

Subhead  
(No. & title):

Question Serial No.

SV005

Programme: (3) IT in the Community

Controlling Officer: Government Chief Information Officer

Director of Bureau: Secretary for Education

Question:

Regarding the Administration's reply (serial no. EDB316), what are the reasons for the low participation rate of the Internet Learning Support Programme? Would the Administration consider advancing the conduct of the mid-term review of the Programme?

Asked by: Hon. PAN Pey-chyou

Reply:

As the Internet Learning Support Programme is an innovative programme launched for just over half a year since mid-2011, some families may have yet to fully understand its objectives and services provided, or have no imminent needs to buy computers and subscribe Internet access services, and thus have not participated in the Programme immediately. We are aware that the two Implementers have yet to achieve their service targets, and are closely monitoring the developments and following up actively with them to drive service take-up. We are working with the Implementers to step up publicity and promotion, and to roll out more value-added services with a view to enticing awareness and participation from more families. We will report the latest implementation progress to the Legislative Council Panel on Information Technology and Broadcasting in May 2012.

As the Programme has been launched for a relatively short period, it requires more time in order for its results to be assessed effectively. Nevertheless, we are already making preparations for the mid-term review, e.g. drawing up the review framework, quantitative and qualitative inputs required, etc. Along the way, we will continue to closely monitor the implementation progress, services provided to participants, as well as performance of the Implementers. If any issues or problem areas are identified, we will follow up and coordinate with the two Implementers to make immediate improvements and refinements as necessary. In any event, we aim at completing the review by mid-2013 such that enhancement measures recommended in the review can be introduced by the commencement of the 2013/2014 school year.

Signature \_\_\_\_\_

Name in block letters Daniel Lai

Post Title Government Chief Information Officer

Date 15.3.2012