

**Replies to supplementary questions raised by Finance Committee Members in
examining the Estimates of Expenditure 2013-14**

**Director of Bureau : Secretary for Education
Session No. : 20**

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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):

SV071

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Pursuant to reply nos. EDB003 and EDB004, the Administration is requested to provide information on whether and how an awardee of the HKSAR Government Scholarship Fund to obtain a degree qualification or to undergo a teacher training programme in a prestigious university overseas would have to pay back the Government in full or in part, if he or she is not able to secure a teaching post or quits teaching after just one year (or less).

Asked by: Hon. CHAN Chi-chuen

Reply:

Awardees of the proposed scholarship will be required to sign an undertaking to teach in Hong Kong upon graduation for at least two years or a period equivalent to the duration of receiving the proposed scholarship, whichever is longer. In the undertaking, the awardees are also required to provide an acceptable guarantor. To fulfill the teaching obligation, awardees should teach in public sector or Direct Subsidy Scheme primary/secondary schools or kindergartens joining the Pre-primary Education Voucher Scheme in Hong Kong. In principle, if the awardees fail to fulfill their teaching obligation, they will have to repay the government the total amount of scholarship monies they have received. We consider it unlikely that the awardee, upon completion of his/her studies in a prestigious university, is unable to secure a teaching job. Nevertheless, we shall seek advice from the Committee to be set up for the proposed scholarship regarding the implementation details of the scholarship, including the handling of special situations of non-compliance of the teaching obligation.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.4.2013

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

S-EDB02

Question Serial No.

SV070

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:

Pursuant to reply nos. EDB040 and EDB041, it is noted that the number of students identified to have Autism Spectrum Disorders or Attention Deficit Disorder has increased three-folds, and yet the measures of providing \$12 million for school to purchase equipment and \$20 million as student grants as proposed by the Administration could not address the problem. The Administration is requested to provide a written response to this comment.

Asked by: Hon. KWOK Ka-ki

Reply:

To support public sector primary and secondary schools to cater for their students with special educational needs (SEN), including those with Autism Spectrum Disorders and Attention Deficit/Hyperactivity Disorder, the Education Bureau (EDB) has been providing schools with additional resources on top of the regular subvention for all mainstream schools. These additional resources include the Learning Support Grant, Enhanced Speech Therapy Grant, additional teachers and funding under the Integrated Education Programme and Intensive Remedial Teaching Programme, etc. Schools are advised to pool together school resources and deploy them holistically and flexibly to render appropriate support services to students with SEN and cater for their needs. EDB also provides schools with professional support through assessment and consultation services of educational psychologists, speech therapists and audiologists, teacher training and development of teaching resources for use by teachers and parents, etc. The estimated expenditure for these support and services for students with SEN in public sector primary and secondary schools is about \$1,021 million in the 2012/13 school year.

As regards the post-secondary education sector, around 530 students with SEN enrolled in full-time locally-accredited undergraduate and sub-degree programmes in the 2011/12 academic year. Around 200 of these students pursued studies in the Vocational Training Council (VTC). VTC also established a new Youth College in the 2012/13 academic year to provide dedicated support for ethnic minority students and students with SEN to enable them to have appropriate professional education and training opportunities. The Financial Secretary has proposed in the 2013-14 Budget to allocate \$12 million to VTC each year to purchase equipment and learning aids for students with SEN, provide them with psychological and student counselling services, and enhance the support for teaching and learning. We also propose to inject \$20 million each into the HKSAR Government Scholarship Fund and Self-financing Post-secondary Education Fund respectively to establish scholarships to give recognition to deserving post-secondary students with SEN.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.4.2013

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

S-EDB03

Question Serial No.

S190

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:

Reply Serial No. EDB207

Question Serial No. 2471

1. At present, there are many Hong Kong students pursuing top-up degree programmes locally that have been registered at the Non-local Courses Registry. Will the Hong Kong Council for Accreditation of Academic and Vocational Qualifications provide the respective numbers of cases in which people pursuing such programmes have submitted applications for educational qualification assessment as well as the respective numbers of cases in which the educational qualifications concerned have been assessed as comparable to the level of their counterparts in Hong Kong over the past 5 years (i.e. from 2008-09 to 2012-13)?
2. It is mentioned in reply (b) that 12 types of statutory healthcare professionals who are registered to practise in Hong Kong are allowed to provide short-term services in the Mainland without the need to sit the examinations in the Mainland. What are the Administration's plans to seek to enable other healthcare professions in Hong Kong to qualify to provide long-term services in the Mainland?
3. What channels are available for Hong Kong students who have studied in the fields of the above-mentioned healthcare professions (such as nurses, midwives, medical laboratory technologists, occupational therapists, optometrists, radiographers, physiotherapists and pharmacists) in the Mainland to qualify to practise in Hong Kong? Please also list out the respective numbers of successful cases for those professions over the past 5 years.

Asked by: Hon. MA Fung-kwok

Reply:

1. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications has not separately kept information on the qualifications assessment of the top-up degrees registered with the Non-local Courses Registry. Therefore, the figures asked are not available.
2. Under the CEPA liberalisation measures, eligible medical practitioners, Chinese medicine practitioners, dentists are already allowed to provide long-term services in the Mainland after they have obtained the Mainland's "medical practitioner's qualification certificates". Furthermore, eligible pharmacists are allowed to provide long-term services in the Mainland after they have obtained the Mainland's "licensed pharmacist's qualification certificate". We will continue to work in collaboration with the Mainland health authorities to explore other liberalisation measures.
3. Any person who is not locally trained and wishes to register as healthcare professionals in Hong Kong, except for the cases of chiropractors and the Supplementary Medical Professions (including medical laboratory technologists, occupational therapists, optometrists, radiographers and physiotherapists), has

to sit and pass the Licensing Examination held by the respective Boards and Councils. The Chiropractors Council and the Supplementary Medical Professions Council, on the other hand, would consider applications from applicants holding qualifications which meet the requirements as set out by the relevant Ordinances for registration as Chiropractors and the Supplementary Medical Professions practitioners.

The number of healthcare professionals registered with qualifications from the Mainland in the past five years is given in **Annex 1**.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.4.2013

**Number of healthcare professionals registered with qualifications from the Mainland
in the past five years from 2008 to 2012**

Year	Doctor	Dentist	Pharmacist	Nurse		Mid-wife	Chiropractor	Optometrist	Medical Laboratory Technologist	Occupational Therapist	Physiotherapist	Radiographer	Chinese Medicine Practitioner
				Registered Nurse	Enrolled Nurse								
2008	3	0	0	6	25	1	0	0	1	0	0	0	51
2009	2	1	0	12	12	0	0	0	1	0	0	0	50
2010	2	0	0	17	18	1	0	0	5	0	0	0	58
2011	2	1	0	12	21	0	0	0	2	0	0	0	54
2012	4	3	0	7	11	0	0	0	4	0	0	0	81

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

S-EDB04

Question Serial No.

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

S192

Programme: (7) Policy and Support

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

According to the Bureau's reply, in the 2013-14 financial year, the Bureau estimates that it will spend more than \$200,000 on the management of vacant school premises. Although the expenditure involved is not much, how did the Bureau calculate it? Where will it be spent? In addition, in part d of the original question, my question was about the Government's plan to identify suitable vacant school premises to provide more space for artists as mentioned in the Policy Address. However, the Bureau's reply does not answer what I enquired. I hope the Bureau would reply to my question again. Has the Bureau identified suitable vacant school premises to be used as art space? How is the progress?

Asked by: Hon. MA Fung-kwok

Reply:

In the school years from 2003/04 to 2011/12, 86 public sector primary schools ceased operation under the policy on "Consolidation of High Cost and Under-utilized Primary Schools" and 15 secondary schools of different school types ceased operation due to various reasons and one secondary school merged with another school. Among these 102 premises, it is anticipated that six of the vacant/ to-be-vacated premises which are under the Education Bureau's management purview would require management services in the 2013-14 financial year pending redeployment for further educational uses or handover to relevant government departments for alternative uses upon identification of the next users. The total expenses to be incurred for managing these six premises are estimated to be about \$228,000 in the 2013-14 financial year. Property management companies will be engaged for the provision of regular management services to these premises which mainly include security patrol and inspections, pest control and cleaning of the vacant school premises concerned.

Regarding premises that are considered not suitable for educational purpose, this Bureau would inform the Planning Department and return these premises to the relevant departments for consideration of alternative uses in accordance with the prevailing established arrangement. In this regard, we understand that the Home Affairs Bureau has been examining the feasibility of converting a school premises for arts-related uses after it is vacated by the school, and will continue to explore other suitable vacant school premises for this purpose.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 17.4.2013

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

S-EDB05

Question Serial No.

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

S193

Programme: (5) Other Educational Services and Subsidies

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

Many publishers told me that the E-Textbook Market Development Scheme did not provide clear information and that the e-textbook reviewing mechanism was lack of transparency, making it difficult for the publishers to grasp what the Scheme was about. Moreover, successful applicants, who were not non-profit-making organisations, would not receive any grant but still they had to hand over all the developed content to the Education Bureau. It is hoped that the Bureau understands that although e-learning has become the trend, it is still unknown when and whether it will become popular in the end of the day. While successful non-profit-making applicants "receive capital money from the government", other publishers have to pay for all the development costs as well as hand over the deliverables to the Bureau. It is not only unfair but also very risky to the publishers. As a result, some successful applicants withdrew from the Scheme, leaving their partner schools very upset. Will the Bureau consider in the interim review or the second round of application, if any, providing all the successful applicants and schools with appropriate resources (including financial assistance and a tablet computer for each of the field-testing student), so that different publishers can enter the market from the same starting line and schools do not have to worry about hardware support? Will the Bureau amend the existing unfair terms?

Asked by: Hon. MA Fung-kwok

Reply:

The Education Bureau has set up a Steering Committee on Selection, Quality Assurance and Review of the e-Textbook Market Development Scheme (EMADS) to oversee the implementation of the scheme. The Steering Committee comprises experienced school principals and teachers, representatives from the business and the IT sectors, as well as representatives of the Hong Kong Consumer Council, parents and the Hong Kong Education City Limited. The Steering Committee sets the criteria for assessing and approving applications, and the quality assurance criteria on e-textbooks developed under the EMADS drawing reference from our experiences in the vetting of printed textbooks including content, accuracy of concepts, information, presentation and language, etc.

We have also set up a task force under the Steering Committee to monitor the development and progress of the try-out of the e-textbook deliverables and oversee the quality assurance mechanism. Members of the task force include experienced school principals and teachers from the Steering Committee as well as relevant subject officers from our Curriculum Development Institute. The task force has already endorsed a set of review guidelines in trying out the e-textbook deliverables for reference of e-textbook developers and teacher of partner schools. We will conduct pre-meetings with partner schools and e-textbook developers to discuss on the pedagogical requirements for the try-out process, and will also conduct lesson observations to facilitate assessment on the quality of the e-textbook deliverables in authentic classroom situations. We will provide timely feedbacks to the e-textbook developers after lesson observations. The e-textbook deliverables will be assessed by internal reviewers from the Education Bureau and a pool of external reviewers from schools and tertiary institutions on a similar basis as that adopted for vetting of printed textbooks before submission to the Steering Committee for final approval.

Under the EMADS, the Intellectual Property Rights (IPR) of the e-textbooks (including its drafts and uncompleted versions) and their underlying works are owned by the e-textbook developers, irrespective of whether they are non-profit-making organizations or other organizations. However, to protect public interest, a “first charge” is imposed on all e-textbook developers’ title, rights and interests of the IPR of the e-textbook concerned during the project period. Upon occurrence of a breach of the project agreement or the first charge, the first charge will entitle the Government to enforce, take possession of, hold or dispose of the charged IPR. The imposition of first charge on all e-textbook developers has been stated clearly in the Guide to Application. We had also explained the first charge requirement in the briefing sessions for prospective applicants.

We will conduct an interim review on the EMADS with stakeholders after completion of the first phase field-testing of e-textbooks in partner schools on the need to invite a second round of applications for the scheme. The interim review will cover various administrative aspects of the EMADS including the application process and the support measures for partner schools.

Name in block letters: Mrs CHERRY TSE
Post Title: Permanent Secretary for Education
Date: 18.4.2013

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

S-EDB06

Question Serial No.

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

S132

Programme:

Controlling Officer: Permanent Secretary for Education

Director of Bureau: Secretary for Education

Question:

In connection with the provision of public information and gathering of public opinions by means of the Internet, please advise us of the following:

- (a) The particulars, in tabulated form (see Annex 1), regarding the social media platforms set up and operated by bureaux / departments / public bodies or their agents (such as out-sourced contractors or consultants) for the past 3 years (2010-11, 2011-12 and 2012-13).
- (b) Using the table below (see Annex 2), provide information on practical training received by Government officers in social media.
- (c) In respect of the setting up and operation of social media platforms, did the Administration provide Government officers with guidelines on the operation and use of social media and encourage Government agencies to strengthen communication with the public by means of social media? If yes, what are the details? If no, does the Government have any plan to formulate such guidelines? If there is no such a plan, what are the reasons?
- (d) In recent years, governments around the world have introduced systems through which citizens may hand in their online proposals. They have also undertaken that they would give a formal online response if a certain number of citizens have indicated their support of the proposals. Did the Administration look into ways to improve the existing channels for collecting public opinions on the Internet and evaluate the feasibility of collecting public opinions on the Internet through the above systems? If yes, what are the details? If no, what are the reasons?

Asked by: Hon. MOK, Charles Peter

Reply:

- (a) The requested information related to Education Bureau (EDB), Student Financial Assistance Agency (SFAA) and public organisations under the purview of EDB are provided at Annex 1.
- (b) EDB and its related departments have not organised specific training for our staff on the use of social media.
- (c) The Government guidelines on the Use of Social Media available under Government intranet are followed.
- (d) EDB and its related departments and public organisations welcome the public to express their views and opinions via e-mails. E-mail addresses are published under individual websites. In addition, the University Grants Committee (UGC) Secretariat has launched the Hong Kong Higher Education Forum under the UGC's website for communication with the public. The Hong Kong Examinations and

Assessment Authority has also launched a blog 'DSE Express' for communication with the public on the Hong Kong Diploma of Secondary Education Examination.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.4.2013

Commencement of operation (month/year)	Status (updating continued / suspended) (as at 28 February 2013)	Government agencies (including bureaux / departments / public bodies / government consultants)	Name	Social media (Facebook / Flickr / Google+ / LinkedIn / Sina Weibo / Twitter / YouTube)	Purpose of establishment and number of updates (as at 28 February 2013)	Number of "likes" / subscribers / average monthly visits (as at 28 February 2013)	Compilation of summary of comments and follow-up on a regular basis (yes/no)	Rank and number of officers responsible for the operation (as at 28 February 2013)	Financial resources involved in the establishment and daily operation (as at 28 February 2013)
Jul 2010	Updating continued	EDB	EDB YouTube Channel	YouTube	To share the video clips to enhance public understanding on the work of EDB. A total of 93 video clips have been uploaded.	Number of subscribers : 423.	No	1 Senior Executive Officer and 1 Executive Officer I (both on part-time basis)	N.A.
Aug 2011	Updating continued	SFAA	學生資助辦事處 YouTube 頻道	YouTube	To share the video clips to enhance public understanding on the work of SFAA. A total of 33 video clips have been uploaded.	Number of subscribers : 27.	No	1 Information Technology Officer	N.A.

May 2010 and Nov 2011	Services terminated. Web site removed	SFAA	<p><u>Phase 1</u> Public Consultation on Review of Non-means-tested Loan Schemes (NLS) (May to Jun 2010)</p> <p><u>Phase 2</u> Public Consultation on Improvement Proposals on NLS (Nov 2011 to Feb 2012)</p>	Yahoo!HK	<p><u>Phase 1</u> Provide information on NLS to the public and collect their views on how to improve NLS</p> <p><u>Phase 2</u> Provide information on the improvement proposals put forward by the Administration to the public and collect their views</p>	<p>Number of opinions collected – Stage 1 : 434</p> <p>Stage 2 : 1 743</p>	Yes. Views received were analysed and compiled to facilitate further consideration	1 Executive Assistant	Contract fee for thematic web site : \$819,000
Jul 2011	Updating continued	Hong Kong Education City	HKEdCity	Facebook	To promote activities organised by HKEdCity, with weekly updates.	Number of “likes”: 634	Yes	Project Officer together with Manager : Total 5	N.A.
Apr 2011	Updating continued	Hong Kong Education City	小校園	Facebook	To promote activities for primary students, with weekly updates.	Number of “likes”: 8 558	Yes		N.A.
Aug 2012	Updating continued	Hong Kong Education City	少年 Teen 空	Facebook	To promote activities for secondary students, with weekly updates.	Number of “likes”: 231	Yes		N.A.

Sept 2012	Updating continued	Hong Kong Education City	探知達人 Student Explorer	Facebook	To promote Student Explorer activities and communicate with past participants, with weekly updates.	Number of “likes”: 183	Yes		N.A.
Apr 2011	Updating continued	Hong Kong Education City	慢慢讀	Facebook	To promote reading activities and information, with weekly updates.	Number of “likes”: 587	Yes		N.A.
Sept 2011	Updating continued	Hong Kong Education City	Learning and Teaching Expo	Facebook	To promote the Learning and Teaching Expo activities, with weekly updates.	Number of “likes”: 115	Yes		N.A.
Mar 2011	Updating suspended	Hong Kong Education City	創作天地	Facebook	To promote creative writing. Subsumed under the Facebook for ‘少年 Teen 空’	Number of “likes”: 8	Yes		N.A.
Dec 2011	Updating continued	Hong Kong Examinations and Assessment Authority (HKEAA)	HKEAA Channel	YouTube	To share the video clips to enhance public understanding on the work of HKEAA and Hong Kong Diploma of Secondary Education. A total of 18 video clips have been uploaded.	Number of subscribers: 48	No	1 Manager and 1 Assistant	N.A.

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

S-EDB07

Question Serial No.

S188

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:

National Education (EDB270)

- (1) In Reply (a), the 14 officers of the National Education Support Programme (NESP) Section offer Mainland exchange programmes for Hong Kong students and teachers. Please list out the names of schools and the numbers of teachers participating in the Mainland exchange programmes in each of the past three years respectively.
- (2) Please provide details on the content of the exchange programmes, training programmes specifically arranged for students and teachers.
- (3) Will the 14 officers or staff members of the Education Bureau conduct inspections at primary and secondary schools with regard to the implementation of national education? What are the details of such inspections?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- (1) The Education Bureau (EDB) does not have a readily available list of schools participating in the Mainland exchange programmes in the last three years. The numbers of teachers participating in the Mainland exchange programmes in the past three years are shown as follows:

Financial Year	Number of teachers
2010-11	About 6 160
2011-12	About 5 510
2012-13	About 2 860 (estimate)

- (2) The Mainland exchange programmes organised by EDB for students and teachers aim to broaden students' horizons through integrating their learning and exchange experiences with the school curriculum and promote professional interflow among teachers. Teachers take part to act as impartial learning facilitators helping students to think and investigate from multiple perspectives and develop their collaboration, communication and project learning skills. The contents of the Mainland exchange programmes may include field studies, school visits and experience/professional sharing. Details of these programmes are available on EDB's website.
- (3) The EDB will not conduct inspections at primary and secondary schools with regard to the implementation of national education.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.4.2013

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

S-EDB08

Question Serial No.

S189

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 Liberal Studies Curriculum Support Grant (EDB008),

- (1) has the Administration assessed the impact of the discontinuation of the Grant on the implementation of Liberal Studies?
- (2) will the Grant be continued?
- (3) the teaching materials on Liberal Studies need to be updated from time to time to include the latest social issues. If there is a lack of resources, does it mean that teachers have to constantly re-use old teaching materials?

Asked by: Hon. WONG Pik-wan, Helena

Reply:

- (1) The Liberal Studies Curriculum Support Grant (LSCSG) is a non-recurrent grant provided to schools to create, at the initial stage of implementing the new academic structure, favourable conditions for the introduction of Liberal Studies. Schools were informed of the nature and the time-limited duration of the grant when it was disbursed.

Schools have also been provided with the Senior Secondary Curriculum Support Grant (SSCSG) since the 2008/09 school year and the provision will continue. Schools can flexibly use the SSCSG for facilitating a smooth implementation of the New Senior Secondary (NSS) curriculum, including Liberal Studies. From 2012/13 school year onwards, the SSCSG is equivalent to the mid-point salary of 0.1 Graduate Master / Mistress (GM) teacher per NSS class. It is worth noting that this provision of 0.1 GM was originally designated to support the implementation of Liberal Studies but was later integrated with other NSS provisions at the suggestion of the school sector on ground that this would give schools greater flexibility as some schools may find other subjects more in need of enhanced support. Schools should consult their teachers and seek the approval of their School Management Committees or Incorporated Management Committees on how to utilise the SSCSG having regard to the learning needs of students in the school.

The Education Bureau constantly reviews its support measures to schools and will continue to provide a wide array of measures to support the implementation of Liberal Studies, including organising professional development programmes and networking activities for teachers, developing curriculum support materials, maintaining a web-based resource platform, and providing on-site support services.

- (2) The tenure of the LSCSG, which is non-recurrent in nature, will end at the end of the 2012/13 school year.

(3) Schools have been provided with the necessary resources, including the recurrent SSCSG, to implement the New Senior Secondary Curriculum, including Liberal Studies. Besides, many issues related to the Liberal Studies curriculum are perennial in nature. Thus, the learning and teaching of Liberal Studies do not have to be confined to the discussion of the most updated current issues, and teachers could use readily available learning and teaching materials as long as the materials fit the learning objectives of the Liberal Studies curriculum and can facilitate students' learning.

Name in block letters: Mrs CHERRY TSE

Post Title: Permanent Secretary for Education

Date: 18.4.2013